

Psychology BA Final Exam Topics
Valid since the second semester of 2025/2026

1. Memory Encoding, Consolidation, and Retrieval
2. Working Memory and Recall of Our Own Lives
3. Emotions and Cognition
4. Perception
5. Psycholinguistics
6. Executive functions, consciousness, and thinking
7. Biological and cognitive development in infancy and early childhood, characteristics of language acquisition
8. Emotional and social development in infancy and preschool
9. Cognitive and biological development in school-age and adolescence
10. Moral development and characteristics of social relationships in school-age and adolescence
11. Changes in self-concept, identity, and self-esteem during school-age and adolescence
12. The psychology of adulthood
13. Strategies for understanding individuals and groups, from personal perception to stereotypes.
14. The role of attitudes in cognition and behavior, strategies for attitude change and influence.
15. Social-psychological aspects of aggression and prosociality
16. Intergroup relations and the problem of prejudice
17. The relationship between the group and the individual. Conformity, obedience, and the group's influence on task performance and decision-making.
18. The social psychology of social comparison, cooperation, and competition.
19. Dispositional approaches: modern trait theories and motivational theories
20. The biological foundations of personality: heredity, temperament, and the role of neural and hormonal systems in personality functioning
21. The cognitive-behavioral paradigm: the social learning theory perspective on personality, cognitive and self-regulation models
22. Psychodynamic personality theories: classical Freudian psychoanalysis and later developments
23. Humanistic, existential, and positive psychological approaches
24. Assessment and research methods in personality psychology

DETAILED TOPICS AND KEY CONCEPTS OF THE MODULES

GENERAL PSYCHOLOGY

1. MEMORY ENCODING, CONSOLIDATION, AND RETRIEVAL

1.1. Forms and systems of memory

Short- and long-term memory: Identify the most important characteristics of short- and long-term memory (e.g., capacity, duration, forgetting). Describe multi-component memory models (e.g., the Atkinson-Shiffrin model) and the main models of working memory (e.g., Baddeley's working memory model). Also discuss the differences between short-term memory and working memory.

Declarative (explicit) memory systems: Describe the definitions and main characteristics of episodic and semantic memory, and outline the similarities and differences between the two systems (e.g., memory for context, consciousness and retrieval, etc.).

Non-declarative (implicit) memory: Define the concepts of implicit learning and implicit memory, and list the main forms of implicit learning/memory (e.g., acquisition and production of skills, priming, conditioning). Explain how declarative (explicit) and non-declarative (implicit) memory systems can be distinguished.

1.2. Encoding and Learning

1.2.a. Encoding

Levels of processing and depth of encoding: Describe the levels of processing framework, explain the concepts of shallow and deep encoding, the difference between the two, and their effects on long-term memory retention. List relevant experimental results.

Dual coding: Define the theory of dual coding and explain how visual and verbal coding improve memory performance. List relevant experimental findings.

Incidental and intentional encoding: Describe the difference between the two forms of memory encoding and discuss relevant experimental results.

1.2.b. Learning

Different forms of implicit learning: Describe the processes of conditioning, priming, and skill acquisition, illustrating them with experimental examples.

Different learning strategies: Describe various learning strategies (e.g., repetition, elaboration, organization) and evaluate their short- and long-term effectiveness.

Retrieval-based learning and the testing effect: Explain what the testing effect is and discuss how the long-term benefits of retrieval-based practice can be enhanced (e.g., the role of feedback and timing).

1.3. Storage and consolidation

1.3.a. Forgetting

Factors influencing incidental forgetting: Describe the factors that play a role in “incidental” forgetting, e.g., time, interference, context change, and inhibition. Discuss how these factors can be investigated using experimental methods.

Motivated, intentional forgetting: Explain what intentional forgetting means, specify the forms of intentional forgetting and show experimental paradigms that can be used to study it (e.g., directed forgetting).

1.3.b. Consolidation

Theories and forms of consolidation: Define what memory consolidation means, what its main theories are (e.g., the standard consolidation model), and what forms it takes (synaptic and system consolidation).

Sleep and memory consolidation: Describe the role of sleep in memory consolidation, with particular emphasis on the roles of the different sleep stages (REM and non-REM).

1.4. Memory retrieval

Free and cued recall: Describe the two forms of recall and explain the similarities and differences between them. Also discuss how the characteristics of a cue (e.g., its specificity or relevance) can influence recall success.

Signal detection theory and recognition: Introduce signal detection theory and explain how it can be applied to the analysis of results from recognition memory tasks (e.g., hits, false alarms).

Single- and dual-process models of recognition memory: Describe the similarities and differences between single- and dual-process models of recognition memory, and explain the roles of familiarity and recollection in recognition memory decisions. Describe how familiarity- and recollection-based recognition can be examined using experimental methods (e.g., confidence judgments, the Know/Remember paradigm, process dissociation).

References:

Baddeley, Eysenck, & Anderson (2009). Memory. Psychology Press (relevant chapters).

2. WORKING MEMORY AND AUTOBIOGRAPHICAL MEMORY

2.1. Short-term memory (STM) and working memory

STM and working memory models: Describe, for example, the role of short-term memory as a temporary storage unit in the Atkinson-Shiffrin model. Describe the main models of working memory, such as Alan Baddeley’s multi-component model (with particular attention to the roles of the phonological loop, the spatial-visual sketchpad, and the central executive). Evaluate the strengths and limitations of these models.

STM vs. working memory: Describe the difference between STM and working memory. Present some procedures used to assess STM and working memory (e.g., digit span test, Corsi cube test, Visual Pattern Span Test, n-back task, etc.).

Central executive: Identify the central executive's most important functions and how it can be examined.

Executive functions and prospective memory (PM): Explain the relationship between executive functions and prospective memory. Describe the types of PM (e.g., time-based vs. event-based) and the role of monitoring in PM.

2.2. Autobiographical memory (AM)

The relationship between AM and other forms of memory: Describe the complex relationship between autobiographical memory and episodic as well as semantic memory.

AM and the self: Describe the complex relationship between autobiographical memory, the self, and personal goals, primarily based on M. A. Conway's concept of the Self-Memory System.

Types of autobiographical memories: Describe the hierarchical organization of autobiographical memories, addressing the various levels of the hierarchy (specific/unique memories, general memories, and life periods).

Examining autobiographical memory: Describe the methods used to study autobiographical memory, e.g., diary methods, interview procedures, subjective judgments, and cued recall/Galton test.

Lifetime periods: Describe the periods of particular significance for autobiographical memory, including childhood amnesia, the reminiscence bump, and recency. Discuss possible explanations for childhood amnesia and the reminiscence bump.

2.3. Memory and aging

Normal vs. pathological aging: Explain the difference between normal (natural) and pathological aging processes.

Natural changes in different forms of memory in old age: Describe how specific forms of memory (short-term memory and working memory, episodic and semantic memory, autobiographical memory, prospective memory, implicit memory) change as a result of normal aging processes.

References:

Baddeley, Eysenck, & Anderson (2009). Psychology Press (relevant chapters).

3. EMOTIONS AND COGNITION

3.1. Defining emotions and theories of emotion

Earlier and later concepts: Describe the views of the early "great thinkers" (e.g., Aristotle and Descartes) on emotions. Describe later ideas regarding the functioning of emotions (e.g., the James-Lange theory and the ideas of Schachter and Singer, component theories, goal-relevance theory, etc.). Discuss the role of bodily experience and cognitive

evaluation in emotional functioning, the sequence of these steps, and how they are related to subjective experience.

Defining emotions: Explain how emotions can be defined and what approaches exist for doing so, e.g., based on prototypes or processes (appraisal, motivation to act, etc.). Identify the differences between basic and complex emotions.

3.2. Expression of emotions and cultural differences

Expression of emotions: Describe how emotions are expressed, for example, through facial and other physical changes.

Universalism vs. relativism: Describe the views of biological universalism and cultural relativism regarding emotions. Refer, for example, to Eckman's seminal experiments, which examined the universality of emotional expressions. Explain the concept of cultural rules of representation.

3.3. The neurological basis of emotions

Early research: Describe the results of early research, including, for example, the findings of Cannon and Bard, Hess, and Papez.

Major brain regions: Describe the role of the limbic system and the cerebral cortex in emotional processes.

Hemispheric lateralization: Explain in which areas of emotional processes hemispheric differences may manifest.

3.4. Emotions, mood, and cognition

The function of emotions: Explain the functions of emotions, including which theories view emotions as adaptive and which do not.

Perception, attention, and decision-making: Describe how emotions can influence perception, attention, and decision-making. Provide examples and possible explanations; for instance, explain Damasio's somatic marker hypothesis.

Learning and memory: Describe how emotions can influence memory processes; explain, for example, the concept of mood-congruent memory, the role of emotional arousal and valence in memory encoding and retrieval, etc.

References:

- Niedenthal & Ric (2017). Psychology of Emotion. Routledge, New York. (relevant chapters)
Oatley & Jenkins (1996). Understanding emotions. Blackwell Publishers. (relevant chapters)

4. PERCEPTION

4.1. Theories of perception before 1970:

Helmholtz: indirect perception; Titchener and James: the role of context and perceptual

surplus. Gestalt psychology: perception as a whole, the distinction between figure and ground, and the determinants of the laws of figure perception.

4.2. Theories of perception after 1970:

Gibson's ecological theory: direct perception of the environment's affordances. Neisser: perceptual cycle, the interaction between perception and cognitive schemas. Marr: three-level theory (rough sketch – 2.5D – 3D representation).

4.3. Psychophysics:

Subthreshold perception, Blindness, Perceptual filtering. Absolute and difference thresholds: the smallest detectable stimulus and the smallest perceptible difference. Sensory functions: Weber–Fechner law, Stevens' power law. Signal detection theory: the relationship between stimulus intensity, decision criteria, and noise. Measurement methods: constant stimuli, thresholds, calibration, adaptive procedures.

4.4. Vision:

Shape and object vision: Gestalt theory, illusory contours, structural and image-based models. Object representation in the cerebral cortex: ventral visual system, V4 (color vision), inferior temporal cortex (object recognition). Spatial and depth perception: monocular and binocular cues, constancies (size, shape, color), illusions (e.g., moon illusion). Motion perception: direction-selective neurons, the role of eye movements, perception of biological motion.

4.5. Hearing:

Loudness: thresholds, loudness estimation, noise masking, critical bands. Pitch: fundamental, harmonics, residual tone; temporal and pattern recognition models. Sound localization: interaural time difference, intensity difference, duplex theory. Auditory chains: figure-background, the role of frequency and time.

4.6. Body perception and pain:

Skin sensation: touch, tactile perception, cultural aspects. Proprioception: perception of body position and movement. Pain: nociceptive and non-nociceptive forms, chronic pain, psychological factors.

Literature:

Blake, R., & Sekuler, R. (2006). Perception (5th ed.). Boston, MA: McGraw-Hill.

5. PSYCHOLINGUISTICS

5.1. Communication, language, speech

Linguistic capacity in humans and communication in other species: Describe the aspects in which human language use differs from the communication systems of other species. Address the differences in the organization of sign patterns (design features) and the concept of recursion.

Models of human communication: Present the code model, Grice's model, and the Sperber-Wilson model (relevance theory) as models of human communication.

5.2. The levels of language

Describe the following concepts: phoneme, morpheme, phonotactics, syntax. Present the sub-processes of speech perception (auditory, phonetic, and phonological analysis). **Phonetics/phonology:** Define what phonetics deals with. Present suprasegmental phenomena, the various physical carriers of language, and the difference between logographic and phonographic writing systems. **Morphology:** Explain the difference between free and bound morphemes, and how morphemes can be grouped according to their role in the sentence. Describe what types of languages can be distinguished according to the way morphemes are combined, and what the differences between them are (e.g. polysynthetic, agglutinative, etc.). **Syntax:** Describe what a phrase is, and how morphemes are organized into word structures and sentences in Hungarian. **Speech production:** Describe how the variability in the pronunciation of phonemes arises according to Liberman's motor theory of speech perception.

5.3. Language acquisition

Present the general stages of language development, the concept and significance of MLU (mean length of utterance). Describe the early models of language development (e.g. Fillmore's case grammar, Schlesinger's model), and how, according to certain views, development in other cognitive domains can be regarded as a prerequisite for language acquisition. Describe Slobin's view of the child's language-making capacity, addressing the significance of universals and operating principles (strategies). Present the difference between nativist and functionalist/empiricist approaches to language acquisition. What theoretical and empirical arguments speak for and against each approach? Describe Tomasello's usage-based learning model, as well as Chomsky's universal grammar theory. Describe the concept of the critical period and its significance in language acquisition. Present the U-shaped curve of language development and the concept of lexical overregularization.

5.4. The mental lexicon

Describe the concept of the mental lexicon and its principles of organization. Present how word recognition and lexical access differ, and what factors can influence word recognition (e.g. the word frequency effect), and how. Describe the cohort model, and present the experimental evidence used to support it (e.g. cross-modal priming). Present the essence of phrase structure grammar, and why it is one of the key elements of Chomsky's theory.

5.5. Reading

Present the traditional, cognitive, and metacognitive approaches to reading skill. Describe stage models and dual-route models, addressing the differences between the direct (lexical) and indirect (sublexical) reading routes. Present the factors that can influence word reading and text comprehension (e.g. grain size, orthographic consistency/depth, morphological awareness). Describe the 3 main brain networks and their role in reading: the anterior, the

ventral posterior, and the dorsal posterior processing systems. What neuroimaging findings point to the functions of these networks?

5.6. Language and the brain

Present the characteristics and differences between Broca's and Wernicke's aphasia. Describe the concept of event-related potential (ERP) in electroencephalography, and the role this approach can play in psycholinguistic research. Describe the significance of the N400, LAN (Left Anterior Negativity), and P600 components, and the cognitive processes they can be linked to.

Literature:

Sedivy, J. (2019). *Language in Mind: An Introduction to Psycholinguistics* (2nd ed.). Oxford University Press

Additional literature: Harley, T. A. (2014). *The Psychology of Language: From Data to Theory* (4th ed.). Psychology Press

6. EXECUTIVE FUNCTIONS, CONSCIOUSNESS, THINKING

6.1. Executive functions and theory of mind

Executive functions: Describe what we call executive functions and what the main executive components are. Present Norman and Shallice's SAS (supervisory attentional system) model, addressing what we consider to be automatic behaviour. Present the role of the prefrontal cortex in the operation of executive functions, as well as its most important subregions. Describe the Go/No-go, the Wisconsin Card Sorting Test, the Stop Signal, and the Stroop tasks. Address what these tasks measure and what their main indices are.

Theory of mind: Present the concept of theory of mind. Describe what is meant by intentionality according to Brentano's conception, and what, according to this, the difference between mental and physical phenomena consists in. Address Dennett's theory of the intentional stance, and explain why, from an evolutionary perspective, it can be adaptive to attribute intentions to a person. Describe the main approaches that explain the operation of theory of mind: the modularist view, theory-theory, and the simulation approach. Detail the five levels of perspective-taking, addressing the Sally-Anne task that demonstrates false belief, and its significance.

Describe what disorders of executive functions and theory of mind may occur, addressing both acquired and developmental disorders.

6.2. Thinking

Theories of thinking: Describe the behaviourist approach to thinking - what does it mean that, according to this approach, thinking can be regarded as covert, inner speech? Address Thorndike's transfer theory, and how, according to this, a previously acquired skill can

influence the solving of a new task. Describe the Gestalt psychology approach to thinking, detail Köhler's experiment with chimpanzees, and its conclusion regarding insight learning. Address the computer-based cognitive view, detailing the TOTE (Test-Operate-Test-Exit) model and its hierarchical organization. Describe problem space theory, how this theory views the internal representation of problems, and what problem-solving strategies it describes. Present the difference between heuristics and algorithms, illustrating with everyday examples their usefulness or disadvantages in various problem situations.

Reasoning: Describe how formal logic can be regarded as a normative theory in the study of reasoning. Present the concepts of premises and conclusion, as well as typical reasoning errors, such as the atmosphere effect or belief bias. Present mental model theory (Johnson-Laird) and Evans's dual-process theory. Explain the Wason selection task (four-card task), and list what reasoning errors it can reveal, as well as what factors can explain erroneous inferences in this task (e.g. the concreteness/abstractness of the task, the familiarity of the problem situation, the role of social contract theory).

Decision-making: How do statistics and probability theory provide a normative framework for the study of decision-making? Detail what typical decision-making errors and biases exist (e.g. the representativeness and anchoring heuristics). Describe the concepts of bounded rationality and ecological rationality in the context of decision-making. Present the concept of intuitive knowledge, addressing Geary's theory of primary and secondary knowledge.

6.3. Consciousness and cognition

Describe Tolman's conception of the cognitive map, and the main conclusion of his experiment with rats - how does the existence of a cognitive map shape behaviour? Describe the concepts of indexical, analog, and symbolic representations, detailing what the difference between the various representation types is regarding the relationship between the signified and the signifier. Describe the difference between local and distributed representations. Detail the difficulties of the analog and indexical representational approaches when describing the mind. Compare why the mind can rather be regarded as a symbolic representational system, addressing the advantages and disadvantages of the computer metaphor.

Describe the concept of modularity (Fodor), addressing the conception of transducers, modules, and central systems. Present the main arguments for and against the modularist approach. Present the main characteristics of connectionist models, addressing the concepts of summation and thresholding, as well as the main advantages and disadvantages of such models.

Literature:

Eysenck, M. W., & Keane, M. T. (2020). *Cognitive Psychology: A Student's Handbook* (8th ed.). Routledge.

DEVELOPMENTAL PSYCHOLOGY

7. BIOLOGICAL AND COGNITIVE DEVELOPMENT IN INFANCY AND EARLY CHILDHOOD, CHARACTERISTICS OF LANGUAGE ACQUISITION

7.1. Fetal period, biological changes, motor development: What are the stages of intrauterine development, and what changes occur during these stages? Describe the effects of the mother's condition on fetal development! What does the term "teratogens" mean, and what effects might individual teratogens have? Describe the main aspects of the newborn's condition and the various risks involved! Describe the biological changes characteristic of early infancy! Describe the earliest abilities, with particular attention to the characteristics of auditory perception, visual perception, smell and taste, and cross-modal perception! Describe the role of reflexes! Describe the milestones of motor development!

7.2. Jean Piaget's theory and basic concepts: Describe Jean Piaget's theoretical approach! What basic concepts characterize this theoretical approach, and how do these concepts relate to one another? Describe the stages of development and the corresponding ages!

7.3. Infancy: What are the characteristics and sub-stages of the sensorimotor stage? What does the concept of object permanence mean? What are the sub-stages in the development of object permanence?

7.4. Preschool age: What does the concept of mental operations mean? What are the characteristics of the preoperational stage? What do the concepts of centration, egocentrism, and decentration mean? Describe Piaget's experiments and conclusions regarding the preoperational stage! What are the characteristics of a child's worldview?

7.5. Criticisms of Piaget: What criticisms have Piaget's critics raised? Describe the experiments related to these criticisms in both infancy and preschool age! What newer methods are available for infant studies?

7.6. Language Acquisition: Describe the significance of language in modern society and the disadvantages related to communication! What milestones can we identify from preverbal communication to language use? Describe the milestones of speech perception, sound production, and word use along with their corresponding ages! Describe the characteristics of holophrases! Describe the telegraphic speech stage! Describe the milestones of grammatical and pragmatic development! Describe the main theoretical approaches to language acquisition, and discuss the concepts of the critical period and the sensitive period!

Bibliography:

- lecture and exercise materials (Developmental Psychology 1)
- Cole, M., Cole, S.R. (2006). Developmental Psychology. Osiris Publishing, Budapest.

8. EMOTIONAL AND SOCIAL DEVELOPMENT IN INFANCY AND PRESCHOOL AGE

8.1. Temperament: Describe the concept of temperament and the studies by Thomas and Chess, as well as their conclusions regarding temperament! What are the basic indicators of temperament, and what temperament types did they identify in their research? Describe Rothbart and Bates' findings regarding temperament in infancy and early childhood! Present

the findings regarding temperament stability! What does “goodness of fit” mean, and what are its characteristics?

8.2. Attachment: Describe the characteristics of relationships with the social world, and the concepts of stranger anxiety and separation anxiety! Describe the theoretical approaches and basic concepts related to attachment! Describe Bowlby’s work on attachment! What does the concept of the internal working model mean? Describe Harlow’s experiments! Present Mary Ainsworth’s work, the Strange Situation study, its conclusions, and its criticisms! What attachment patterns did researchers identify? What are the characteristics of each attachment pattern? What are the factors influencing individual differences in attachment? Describe the characteristics and effects of separation!

8.3. Socialization, self-awareness, gender identity, emotions: Describe the concept of socialization and its settings! Describe the development of self-awareness! Present the theoretical approaches to gender identity and the main findings! Describe the concepts of self-control and internalization, the development and regulation of emotions, and the development of social-emotional competence! Describe the characteristics of the development of aggression and prosociality!

8.4. The role of the environment: Describe Bronfenbrenner’s ecological approach, the various systems, and their characteristics! Describe the concept of the family, its socialization function, and the characteristics of its structure! Describe the factors influencing child-rearing and parenting styles according to Baumrind, as well as Maccoby and Martin! Describe the socializing influence of the media, highlighting the characteristics of media content comprehension in early childhood, as well as the characteristics of the parents’ mediating role!

Bibliography:

- lecture and exercise materials (Developmental Psychology 1)
- Cole, M., Cole, S.R. (2006). Developmental Psychology. Osiris Publishing, Budapest.

9. COGNITIVE AND BIOLOGICAL DEVELOPMENT IN SCHOOL-AGE AND ADOLESCENCE

9.1. Biological Development

Describe in detail the characteristics of physical development during school age and their possible explanations. Describe brain development during school age.

Describe the characteristics of physical development during adolescence. Discuss sexual development. Describe the characteristics of early and late maturation, supporting your findings with experimental results. Discuss the impact of sexual maturation on development! Detail the role, importance, and challenges of healthy nutrition during school-age and adolescence!

9.2. Cognitive Development

Describe in detail the characteristics of Piaget’s theory of cognitive development as they apply to school-age and adolescence! Outline the basic concepts of Piaget’s theory and the characteristics of the developmental stages. Explain the concepts of assimilation, accommodation, and equilibration, and how they manifest in development. Present and support with experiments the development of number conservation. Describe the conservation experiments in detail and explain them. Also discuss the criticism of Piaget’s theory. Describe

changes in attention and memory during school-age and adolescence. Describe alternative views on cognitive development, and discuss information processing theory, the concept of expertise, and the development of metacognition. Explain the role of metacognition in schoolwork. Define the concept of social perspective-taking and its developmental stages. Present culturally diverse variations in cognitive development. Present alternative approaches to adolescent thinking (: information processing theories, the changing relationship between thought and language, and cultural approaches)

9.3. The Impact of School Education

Describe the impact of school education on cognitive development. Present theoretical models related to the acquisition of reading and numeracy skills. Discuss differences in learning abilities. Describe the impact of socialization contexts on school learning (family, peers, school atmosphere). Present cultural differences related to school education.

Bibliography:

- lecture and exercise materials (Developmental Psychology 2)
- Cole, M., Cole, S.R. (2006). Developmental Psychology. Osiris Publishing, Budapest. Parts IV–V: School Age. Adolescence

10. MORAL DEVELOPMENT AND CHARACTERISTICS OF SOCIAL RELATIONSHIPS IN SCHOOL-AGE AND ADOLESCENCE

10.1. Moral Development

Describe the changes in play during school age. Detail the emergence of rule-based play and its developmental stages based on Piaget's approach. Define the concepts of heteronomous and autonomous morality. Discuss the topic of moral realism, supporting your conclusions with experiments. Present the essence of Kohlberg's theory of moral development, as well as its similarities and differences from Piaget's model. Describe the methodology of his research. Explain the difference between moral rules, social conventions, and personal rules, and the characteristics of their development, using examples. How do children understand moral prohibitions? Describe the critiques of Piaget's and Kohlberg's theories! Describe how adolescents think about society and political views.

10.2. Friendships and Their Characteristics

Describe the role of peer relationships during school-age and adolescence. Define the concept of social competence and its components. Describe the most common roles in peer relationships and their characteristics. Support your explanation of the impact of intra-group roles on psychosocial development with research findings. Identify possible causes of the behavioral characteristics of rejected aggressive and rejected anxious children. Describe the development of friendships during school-age and adolescence. What are the age-specific characteristics of the formation of friendships, what factors influence the formation of friendships, what differences exist between boys' and girls' friendships, and how do friendships affect the development of social competence? Describe the relationship between social perspective-taking and the developmental stages of friendship. What effect do peer relationships have on social hierarchy? Describe the influence of parents on children's status within their peer group. Explain the impact of peer interactions on development. Describe the difference between vertical and horizontal relationships, and characterize their manifestation during adolescence. Describe the phases and characteristics of the development of romantic relationships during adolescence.

10.3. Characteristics and Changes in the Relationship with Parents During School-Age and Adolescence

Describe the changes in the relationship with parents during school age and define the concept of co-regulation. Discuss the cultural differences evident in parenting styles.

Describe how the relationship with the father and mother changes during adolescence. Discuss possible developmental psychological explanations for this.

Bibliography:

- lecture and exercise materials (Developmental Psychology 2)
- Cole, M., Cole, S.R. (2006). Developmental Psychology. Osiris Publishing, Budapest. Parts IV–V: School Age. Adolescence

11. CHANGES IN SELF-CONCEPT, IDENTITY, AND SELF-ESTEEM DURING SCHOOL-AGE AND ADOLESCENCE

11.1. The concept of self-concept and its developmental models

Define the concept of self-concept and present its most important theoretical approaches (W. James, symbolic interactionism, object relations theory, humanistic psychology, early attachment theory).

Describe the functions and characteristics of self-concept (self-concept as attitude, cognitive evaluation, motivational approach). Describe the organization and functioning of self-concept. Describe models of self-concept development (Selman and Mc Graw, Kegan, Damon and Hart).

Describe and support with research findings the relationship between self-concept and parental upbringing.

Describe the possibilities for assessing self-concept during school-age and adolescence.

Describe the changes in the concept of self during adolescence and their psychological consequences and potential risks.

Present the social aspects of the concept of self during adolescence, and describe the changes in self-concept during adolescence, supported by research findings.

Define the concept of the imaginary audience and the illusion of invulnerability, and describe the forms in which they manifest during adolescence.

Describe the relationship between self-concept and parental upbringing, supported by research findings.

11.2. The Concept of Identity and Theoretical Approaches

Define the concept of identity and its characteristics based on Erikson's theory. Describe Erikson's concept of psychosocial development in detail. Define the concept of role confusion. Identify the factors that influence identity development.

Describe Marcia's concept of identity formation, including an explanation of his research methodology. Characterize the characteristics of the four identity states (moratorium, early closure, diffusion, true identity)

Describe the personality characteristics of each identity type, and discuss characterological moratorium. Present the developmental pathways of identity states.

Detail the continuation of Marcia's theory and the latest approaches regarding exploration and commitment (Waterman, Kerpelman, Meeus, Luycks, et al.)

11.3. Changes in Self-Esteem During Adolescence

Define the concept and types of self-esteem. Describe the antecedents and psychosocial consequences of the development of high and low self-esteem.

Describe the methods and characteristics of measuring self-esteem.

Bibliography:

- Lecture and exercise materials (Developmental Psychology 2)
- Cole, M., Cole, S.R. (2006). Developmental Psychology. Osiris Publishing, Budapest. Parts IV–V. School Age. Adolescence

12. THE PSYCHOLOGY OF ADULTHOOD

12.1. Life stages following adolescence and the theories explaining them

Describe the similarities and differences between stage theory and the lifespan perspective. Explain the criteria used to define the major and sub-stages following adolescence, and describe at least one of them in detail.

Describe the concepts of subjective and chronological age, and present research findings related to these (e.g., fear of aging, satisfaction with aging, perceptions regarding life stages—the role of childbearing and retirement).

Describe theoretical approaches to life stages and their interrelationships (Erikson: psychosocial development; Levinson: structure-building and structure-shifting phases, dreams; Riegel: dimensions of dialectical development; Kohlberg: moral development; Costa and McCrae: the relationship between traits and well-being; Marcia and Arnett's theory).

Describe the structure of the MET and the main conclusions of research conducted using it.

Describe the differences between life course and life event research, illustrating each with a research finding.

12.2. Aging and Changes in Quality of Life

Define the concept of gerontology and describe the criteria for biological changes in old age. Present in detail—and as part of this, compare—at least two theories of aging (e.g., traditional and modern biological theories: programmed process theory, damage or error theories).

Describe the major physical (e.g., sensory, muscle strength, body fat, immune system) and cognitive-social changes in old age (e.g., RTM, Alzheimer's disease, Lewy body dementia, Pick's disease, Huntington's disease, delirium, late-life depression, pseudodementia, pseudodepression), and highlight their interrelationships. List at least two measurement methods and describe them (e.g., Early Mental Test).

12.3. General and Specific Life Events

Describe the main characteristics of the “gate-opening panic” (who it affects, how it manifests, how it can be measured and treated, the Peter Pan effect, “mama's hotel,” early escape crisis). Describe the main characteristics of the midlife crisis (who it affects, how it manifests, how it can be measured and treated, its relationship to depression).

Present the cycles of family life, focusing on major life events and goals. Describe marriage (based on family law) and the concept of marital adjustment; present issues related to marriage (theories of problems).

Describe the significance of family crises, stressors, and ceremonies, as well as their interrelationships. List family functioning problems, referring in each case to the difficulties in the functioning of the child-parent relationship.

Describe the main characteristics of domestic violence/homicide, and explain at least one psychological and one criminological model in detail.

Explain the concept of trauma and describe at least one taxonomy of trauma. Describe the mechanism of transgenerational trauma.

Based on the classification of life events, identify the similarities and differences between childhood and adult grief (e.g., attitude, stages/process, specific characteristics of grief in old age, prolonged grief disorder).

Describe the characteristics of adult friendship and compare them with the functions of adolescent friendship.

Describe the general causes, characteristics, and mechanisms of infidelity, divorce, forming new relationships, and remarriage (partner selection online and offline)—and related concepts: parentification, overprotection, and Münchausen syndrome.

Describe the main characteristics of adult sexuality, and discuss the specific features of non-heterosexual relationships (e.g., Troiden's phases). List a few sexually transmitted diseases. Describe the main characteristics of affirmative therapy.

References:

- the material from the relevant lecture (Chapters from Developmental Psychology)
- Kiss, E. Cs., & Sz. Makó, H. (2015, eds.). *The Psychology of Grief, Crisis, Trauma, and Coping*. Pro Pannónia Publishing Foundation. (3 chapters: The Psychology of Crisis, Old Age as a Crisis, The Psychology of Trauma.)

SOCIAL PSYCHOLOGY

13. STRATEGIES FOR UNDERSTANDING INDIVIDUALS AND GROUPS, FROM PERSON PERCEPTION TO STEREOTYPES.

13.1 Perception of the Person—Automatic Processes of Organizing Impressions

Explain: the concept of social cognition (Hamilton, Fiske). Describe the sources of first impressions and their role in cognition: context, physical appearance—explain the role of the halo effect and the role of communication characteristics in the formation of first impressions. Behavior as a source of information: Explain what the conformity inference means and how it works—when it is advantageous and when it is disadvantageous in cognition. The functioning of automatic mechanisms: the role of associations, factors influencing accessibility (e.g., simultaneous perception, expectations, frequent activation, etc.)

13.2. Perception of the Self—Systematic Processes of Organizing Impressions

Describe the concept of attribution and its major theories (external, internal attributions), Heider and Kelley's normative theory, and Weiner's theory of performance attribution. Describe attribution errors: fundamental, final, and actor-observer biases

13.3. Processes of applying and defending impressions

Surface processing—the influence of a single factor; systematic processing: strategies for integrating characteristics. Explain the following strategies for protecting impressions: the self-fulfilling prophecy, the primacy effect, perseveration bias, and selective perception. Describe strategies for handling inconsistent information.

13.4. Perception of Groups

Introduce the concept of stereotypes and theories of their formation (theories related to personal interaction and social learning). Give examples of ways in which stereotypes are activated. Describe the effects of cognitive capacity on the functioning of stereotypes. Provide examples of ways to overcome stereotypes.

References:

Smith, E. R., Mackie, D. M., & Claypool, H. M. (2015). Social psychology (4th edition). Routledge, Taylor & Francis Group. Chapters 3 and 5

14. THE ROLE OF ATTITUDES IN COGNITION AND BEHAVIOR, STRATEGIES FOR ATTITUDE CHANGE AND INFLUENCE.

14.1. The concept and functions of attitudes

Describe: the concept of attitude (Allport) as well as the foundations of attitude formation (emotional, cognitive, and behavioral components) and how these are integrated. Explain the difference between the formation and effects of strong and ambivalent attitudes. Describe the functions of attitudes: cognitive, instrumental, social identity, and impression organization—beyond the definition, illustrate each function with an example.

14.2. Measurement of Attitudes

Describe the most commonly used methods, addressing their advantages and disadvantages: observation, Likert scale, EMG, Likert/Thurstone scale, Guttman (Bogardus) scale, semantic

differential (Osgood), GBR. Distinguish between the concepts of explicit and implicit attitudes. Present the theory of implicit attitudes (Greenwald) and its measurement method: the Implicit Attitude Test (IAT); discuss the ethical implications of the IAT;

14.3. The Relationship Between Attitude and Behavior

Present Bem's self-perception theory. Behavior as a source of attitude change: introduce the theory of cognitive dissonance (Festinger); discuss possible sources (e.g., decision-making, behavior contrary to one's views, effort, etc.) and conditions (e.g., voluntariness, relevance, etc.) Describe strategies for reducing dissonance (e.g., denial of negative consequences, rationalization, trivialization, etc.). Explain how attitudes guide behavior: the theory of planned and justified action (Fishbein, Ajzen). Explain which factors influence the relationship between attitude and behavior (e.g., accessibility, consistency, conformity, explicit/implicit nature)

14.4. Changing Attitudes

Introduce superficial methods of persuasion: persuasion heuristics, evaluative conditioning, the familiarity heuristic, the attractiveness heuristic, and the message length heuristic. Describe systematic methods of influence: McGuire's two-factor model (reception and acceptance), Describe and classify the "foot-in-the-door" and "slammed-door" techniques among influence strategies. Explain the connection between mood and persuasion. Describe ways to resist influence: e.g., the vaccination effect.

References:

Smith, E. R., Mackie, D. M., & Claypool, H. M. (2015). Social psychology (4th edition). Routledge, Taylor & Francis Group. Chapters 7 and 8

15. SOCIAL PSYCHOLOGICAL ASPECTS OF AGGRESSION AND PROSOCIAL BEHAVIOR

15.1. Aggression

Define the concept of aggression. Describe the different types of aggression (physical, verbal, social, impulsive and instrumental, direct and indirect). Present the theories explaining the development of aggression and compare them (Frustration-Aggression Hypothesis, Social Learning Theory, Deindividuation (research by Le Bon, Zimbardo, and Diener). Evaluate the related theories and research from a critical perspective. Describe the role of norms in regulating aggression. Define the conditions under which aggression is considered justified (e.g., reactive, self-defense, for the benefit of others, proportionate). Describe the roles associated with the phenomenon of bullying (the bully and their peers, passive bystanders, the victim, and the victim's supporters). Explain the individual and environmental factors that contribute to bullying behavior. Identify potential points of intervention in the dynamics of bullying.

15.2. Prosocial Behavior

Define prosocial behavior and describe the forms of altruism. Present the various theories of helping behavior (Biological approach: Kin selection and reciprocity; Individualist approach:

mood and prosocial personality; social systems-based approach: norms, process model, and the role of responsibility). Describe the factors that facilitate and inhibit the development of helping behavior. Explain the factors that contribute to the bystander effect (number of bystanders, norms, responsibility, self-efficacy). Analyze a real-life case related to the bystander effect (e.g., the Kitty Genovese tragedy).

References:

Smith, E. R., Mackie, D. M., & Claypool, H. M. (2015). Social psychology (4th edition). Routledge, Taylor & Francis Group. Chapter 13 & Chapter 14.

16. INTERGROUP RELATIONS AND THE PROBLEM OF PREJUDICE

16.1. The Realistic Conflict Paradigm

Define realistic conflicts and explain what kinds of resources are typically contested in such conflicts. Describe Sherif's summer camp experiment and explain the factors that intensify conflict (polarization, changes in communication, mistaken vicarious revenge, interpersonal and intergroup breakdown). Discuss the characteristics of interpersonal perception in intergroup conflicts (misattributions, scapegoating, dehumanization). Evaluate the possible ways to resolve real-world conflicts at (unresolved conflict, forced resolution, distributive resolution, integrative resolution).

16.2. Minimal Conflict Paradigm

Present the most important findings of Tajfel's experiment examining the minimal conflict paradigm. Describe the theory of social identity. Discuss the role of intergroup comparisons in the emergence and escalation of conflicts. Describe the difference between egoistic and fraternalistic relative deprivation, and discuss their role in the emergence of conflicts. Describe Jane Elliot's classroom experiment and interpret the results in light of social identity theory.

16.3. The Formation of Prejudice and Possibilities for Intervention

Describe the process of prejudice formation in light of person perception processes. Outline the most important theories regarding the individual (e.g., Adorno's authoritarian personality) and environmental (norms) factors in the formation of prejudice. Describe the steps that can be taken to reduce prejudice, including an evaluation of the contact hypothesis.

References:

Smith, E. R., Mackie, D. M., & Claypool, H. M. (2015). Social psychology (4th edition). Routledge, Taylor & Francis Group. Chapter 5, Chapter 6 & Chapter 13

17. THE RELATIONSHIP BETWEEN THE GROUP AND THE INDIVIDUAL. CONFORMITY, OBEDIENCE, AND THE GROUP'S INFLUENCE ON TASK PERFORMANCE AND DECISION-MAKING

17.1. Characteristics of the group

Define the group from a social psychological perspective. Describe the differences in the functioning of groups at various levels of organization (quasi-groups, functional groups, and organized groups). Compare the characteristics of informal and formal groups. Define the concept of group cohesion and describe the factors that strengthen and weaken it (group size, nature of the task, role of the leader, similarity among members). Explain the concept of perceived entity.

17.2. Conformity and Obedience

Describe the main observations of Muzafer Sherif's experiment based on the autokinetic illusion. Present the most important results of Solomon Asch's line-length estimation experiment. Outline the differences between public and private conformity. Highlight the characteristics of the black sheep effect and its role in the development of conformity. Compare informative and normative influence. Describe the role of group norms in regulating group behavior. Describe the conceptual differences between descriptive, prescriptive, and personal norms. Explain the concept of multiple ignorance. Describe the results of Stanley Milgram's electric shock experiment, noting the differences between the various versions. Critically evaluate the experiment's methodology in light of replication attempts.

17.3. Group Problem Solving and Decision Making

Describe the factors determining successful and unsuccessful group problem-solving. Define the differences between social facilitation and inhibition. Describe the effect of task type on group problem-solving (additive, conjunctive, and disjunctive tasks; divisible and indivisible tasks). Describe the phenomenon of social loafing and the factors leading to its development. Discuss the free-rider and dunning-out effects. Outline the main characteristics of the groupthink problem in Janis's model. Highlight the psychological processes leading to the development of groupthink. Discuss the meaning of the false consensus effect and explain its significance. Present steps that can be taken to prevent flawed group decisions (e.g., reducing the role of an authoritarian leader, reducing time pressure, involving external experts, establishing a devil's advocate role).

References:

Smith, E. R., Mackie, D. M., & Claypool, H. M. (2015). Social psychology (4th edition). Routledge, Taylor & Francis Group. Chapter 9, Chapter 10, Chapter 11

18. THE SOCIAL PSYCHOLOGY OF SOCIAL COMPARISON, COOPERATION, AND COMPETITION

18.1. Social Comparison

Describe Festinger's theory of social comparison. Define the concept and illustrate upward and downward comparison using examples from everyday situations. Emphasize the role of social comparison in reducing uncertainty and enhancing self-esteem. Describe the key factors in social comparison processes (proximity and domain relevance, self-aggrandizement, and the need for self-improvement).

18.2. Competition

Describe the different paradigms in competition research. Highlight the role of Morton Deutsch's research in shifting the direction of competition research. Describe the characteristics of the game theory approach, emphasizing the impact of the use of zero-sum games on the emergence of a paradigm that contrasts competition with cooperation. Describe the approach that views competition as an individual trait (hyper- and self-enhancing competition). Present the results of experiments in modern competition research. Describe the characteristics of constructive and destructive competition. Present the resource control theory, touching on everyday examples of the co-occurrence of cooperation and competition.

Bibliography:

- Berger, J., Lindenberg, S., Heumann, J., & Bakker, D. (2025). Constructive competition: An experimental study on calibrating competitive intensity and winner selection rules. *Group Processes & Intergroup Relations*, 28(7), 1483–1489. <https://doi.org/10.1177/13684302251325021>
- Smith, E. R., Mackie, D. M., & Claypool, H. M. (2015). *Social psychology* (4th edition). Routledge, Taylor & Francis Group.: Chapter 13

PERSONALITY PSYCHOLOGY

19. DISPOSITIONAL APPROACHES: MODERN TRAIT THEORIES AND MOTIVATIONAL THEORIES

19.1. The Place of Trait Theories within Personality Psychology

Explain why trait theories are considered a dispositional approach and how they differ from other personality theories (e.g., psychoanalytic, learning theory, or humanistic perspectives).

Explain how they have contributed to the scientific study of personality, particularly in the areas of measurement and prediction.

19.2. Nomothetic and Idiographic Approaches to Traits

Explain the nomothetic (seeking general laws) and idiographic (describing individual characteristics) approaches.

Discuss Gordon Allport's influence on modern trait psychology, with particular attention to the distinction between personal dispositions and common traits.

19.3. The Five-Factor Model and Its Alternatives

Describe the main dimensions of the Five-Factor Model (Big Five) (extraversion, agreeableness, conscientiousness, neuroticism, openness), and explain how they manifest in everyday behavior.

Explain how factor analysis was used to identify the Big Five dimensions.

Evaluate the supporting evidence of the universality of the Big Five model (e.g., cross-cultural studies).

Briefly present alternative models that propose different dimensions (e.g., Eysenck's three-factor model, the HEXACO six-factor model, Cloninger's Temperament and Character Inventory), and evaluate what new insights they offer as a complement to the Big Five.

19.4. The Stability of Personality Traits and the Person-Situation Debate

Explain what is meant by the temporal and situational stability of traits.

Describe the criticism of situationalism (Mischel's "great trait debate") and the trait-situation interactionist approach.

Explain how the analysis of personality profiles can be applied to uncover individual differences.

19.5. Motivational Dispositions and Needs

Describe Henry Murray's system of needs and motives.

Describe how the Thematic Apperception Test (TAT) works and discuss its role in examining implicit motives.

Explain the research findings on needs for achievement, power, and affiliation and intimacy, with particular attention to the prediction of behavior.

Explain how traits and motives differ from one another and how they can complement each other in describing personality.

19.6. Criticisms and New Directions

Present the main criticisms of trait theories (e.g., what is meant by: overly descriptive nature, lack of causal explanation, underestimation of cultural differences).

Describe the efforts made to address these criticisms (e.g., what does it mean to integrate traits with cognitive and biological models, and to develop lower-order, narrow-band personality theories and traits).

References:

Carver, C. S. & Scheier, M. F. (2012). *Perspectives on Personality*. (7th edition). Pearson. Boston. Chapters 4 and 5.

20. THE BIOLOGICAL FOUNDATIONS OF PERSONALITY: HEREDITY, TEMPERAMENT, AND THE ROLE OF NEURAL AND HORMONAL SYSTEMS IN PERSONALITY FUNCTIONING

20.1. The place of the biological approach in personality psychology

Describe the main purpose of the biological approach and how it complements other theories of personality.

Evaluate the advantages and limitations of explaining personality functioning in terms of biological processes.

20.2. Heredity and Individual Differences

Describe the methods and key concepts of behavioral genetics research (e.g., how to interpret heritability; what are the main methodological approaches in twin studies).

Describe the evidence supporting the role of inherited factors in individual differences, and how genetic and environmental influences can be distinguished.

20.3. Temperament and Personality

Define the concept of temperament and present its most important models.

Explain to what extent temperament can be considered biologically based individual differences and how they relate to later personality traits.

20.4. The Neurobiological Foundations of Personality

Describe how the major classical theories (e.g., Eysenck, Gray) explain behavioral tendencies through biological mechanisms.

Describe the role of neural regulatory systems in the development of personality differences.

20.5. The Role of Neurotransmitters and Hormones

Evaluate the association between major neurotransmitters (e.g., dopamine, serotonin) and personality functioning.

Describe the role of testosterone and oxytocin in the development of social behavior and bonding.

Explain how hormonal processes may contribute to long-term personality development.

20.6. Sensation Seeking and Impulsivity

Define what sensation seeking means and examine the biological mechanisms that underlie it.

Evaluate the neurological and hormonal basis of impulsivity, as well as its role in personality.

20.7. Interaction of Biological and Environmental Factors

Describe how genetic factors and environmental experiences influence each other.

Describe examples that illustrate the interaction between genes and the environment in personality development.

20.8. Criticisms and New Directions

Evaluate the main criticisms of the biological approach (e.g., what does reductionism mean?).

Describe new research directions that aim to integrate biological and psychological perspectives.

References:

Carver, C. S. & Scheier, M. F. (2012). *Perspectives on Personality*. (7th edition). Pearson. Boston. Chapters 6 and 7.

21. THE COGNITIVE-BEHAVIORAL PARADIGM: THE SOCIAL LEARNING THEORY PERSPECTIVE ON PERSONALITY, COGNITIVE AND SELF-REGULATION MODELS

21.1. The Place of the Paradigm in Personality Psychology

Explain how the cognitive-behavioral approach fits into the main approaches to personality.

Explain what questions it answers that other schools of thought emphasize less (e.g., what is the role of learning and information processing, and goal-directed behavior).

21.2. Classical and Operant Conditioning in Personality Psychology

Describe how the principles of classical and operant conditioning can be applied to understanding personality development.

Evaluate the limitations of conditioning in explaining complex personality functioning.

Explain how these principles have contributed to therapeutic practices (e.g., what systematic desensitization entails).

21.3. Social Learning Theories

Introduce the basic concepts of social learning theories (e.g., modeling, vicarious reinforcement) and their significance in personality psychology.

Explain Bandura's concept of the role of observational learning and self-efficacy in personality.

Describe how social learning processes influence the acquisition of gender roles and the development of aggressive behavior.

21.4. Social-cognitive approaches

Describe the role that schemas, scripts, and expectations play in the functioning of personality.

Explain how the concepts of locus of control and self-efficacy can be interpreted in personality psychology.

Explain how these cognitive characteristics influence adaptation and coping.

21.5. Kelly's Personal Constructs Theory

Explain the postulate of anticipation in Kelly's approach.

Explain how personal constructs are organized and develop—for example, what the validity, scope, and permeability of constructs mean.

Evaluate the methods available for examining personal constructs (e.g., the significance of the Repertory Grid Technique).

21.6. The Role of Self-Regulation

Explain how goals and feedback processes help guide behavior.

Introduce the basic concepts of Mischel's Cognitive-Affective Processing/Personality System (CAPS) model and demonstrate how the model explains context-dependent manifestations of personality (e.g., using the example of delay of gratification).

Evaluate the factors that determine the extent to which people are capable of self-control and pursuing their long-term goals.

21.7. Criticisms and Integration

Describe the criticisms of the cognitive-behavioral approach (e.g., the underestimation of internal experiences in behavioral models).

Explain how this paradigm relates to other theories (e.g., humanistic, biological perspectives).

References:

Carver, C. S. & Scheier, M. F. (2012). *Perspectives on Personality*. (7th edition). Pearson. Boston. Chapters 10, 12 and 13.

22. PSYCHODYNAMIC PERSONALITY THEORIES: CLASSICAL FREUDIAN PSYCHOANALYSIS AND ITS LATER DEVELOPMENTS

22.1. The Place of Psychodynamic Personality Theories within Psychology

Explain what the “dynamic” approach means and how it differs from other personality theory paradigms.

Explain what questions the psychoanalytic perspective seeks to answer (e.g., unconscious processes, conflict, development).

22.2. Sigmund Freud’s Classical Psychoanalysis

Present Freud’s topographic and structural models, their main concepts, and their interpretations.

Describe the similarities and differences between the two models.

Explain the role Freud attributed to instincts/drives and psychic energy.

22.3. Dynamic processes in the personality

Describe the role of anxiety in personality functioning.

Use examples to demonstrate how defense mechanisms work and what function they serve in maintaining psychological equilibrium.

Explain the significance of dream interpretation in Freud’s thought.

Explain the concepts of transference and countertransference.

22.4. The Theory of Psychosexual Development and Its Criticisms

Describe Freud’s stages of psychosexual development and evaluate how they contribute to the formation of personality.

Describe the role of the Oedipus complex in Freud’s theory.

Evaluate the main criticisms of the theory of psychosexual development and explain which new theories (e.g., Erikson’s psychosocial theory of development) have offered alternative interpretations.

22.5. Psychoanalytic and psychodynamic thought after Freud

Introduce the main concepts of Ferenczi, Jung, and Adler and their contributions to the further development of psychoanalytic and psychodynamic thought.

Evaluate how these schools of thought differ from Freud’s basic principles.

22.6. Ego Psychology and Object Relations Theories

Describe the ideas of the main representatives of ego psychology (Anna Freud, Heinz Hartmann). Explain the concepts of ego strength, primary and secondary ego autonomy.

Describe what new perspectives the study of ego functions has brought.

Explain the main concepts of object relations theories, such as Mahler's separation-individuation model, and examine how they contribute to our understanding of personality development.

22.7. Self-Psychology and Attachment Theory

Present the main psychoanalytic concepts of self based on the theories of Kohut and Kernberg.

Describe the role of mirroring and narcissistic needs in early personality development.

Describe the foundations of attachment theory and explain how it relates to psychodynamic approaches.

22.8. Connections of Existential and Humanistic approaches

Describe the elements that link the psychoanalytic tradition with existential psychology (e.g., Frankl's logotherapy).

Describe how existential issues (e.g., freedom, responsibility, mortality) manifest in psychodynamic thinking.

22.9. Criticisms and Contemporary Assessment

Evaluate the criticisms of the psychoanalytic approach (e.g., what does the lack of falsifiability and challenges of cultural bias mean in this context?).

Describe which elements have remained influential in contemporary psychotherapeutic practice.

References:

Carver, C. S. & Scheier, M. F. (2012). *Perspectives on Personality*. (7th edition). Pearson. Boston. Chapters 8 and 9.

23. HUMANISTIC, EXISTENTIAL, AND POSITIVE PSYCHOLOGICAL APPROACHES

23.1. The Place of These Approaches in Personality Psychology

Describe the basic assumptions that distinguish humanistic, existential, and positive psychology from other theoretical approaches to personality.

Describe how these approaches emphasize human freedom, responsibility, and self-actualization.

23.2. Carl Rogers' Theory

Describe the characteristics of a fully functioning person.

Explain the role of self-concept, unconditional and conditional positive regard, and organismic valuing processes in personality development.

Describe the consequences of experiencing congruence and incongruence.

Evaluate the principles upon which client-centered/person-centered therapy is based.

23.3. Abraham Maslow's Theory

Present the hierarchy of needs, with particular attention to the difference between deficiency needs and growth needs.

Describe the characteristics of a self-actualizing personality.

Evaluate the significance of peak experiences in personal growth.

23.4. Main Themes of Existential Psychology

Present the main ideas of Daseinanalysis (Ludwig Binswanger).

Describe the central concepts of Viktor Frankl's logotherapy (e.g., the search for meaning).

Explain how Irvin D. Yalom addressed the issue of ultimate concerns (death, freedom, isolation, meaninglessness).

23.5. Main Research Areas of Positive Psychology

Describe the central questions of positive psychology.

Describe the theories and research that describe virtues and character strengths (e.g., the work of Peterson and Seligman).

Describe the main elements of Mihály Csíkszentmihályi's flow theory and the role Csíkszentmihályi's work played in the development of positive psychology.

23.6. Connections and Integration

Describe the points at which humanistic, existential, and positive psychology connect with other theories of personality.

Evaluate the criticisms of these approaches (e.g., empirical testability, cultural bias and limited cross-cultural applicability).

Demonstrate how they have contributed to modern psychological practices (e.g., psychotherapy, coaching, health psychology).

Bibliography:

Carver, C. S. & Scheier, M. F. (2012). *Perspectives on Personality*. (7th edition). Pearson. Boston. Chapter 11.

24. ASSESSMENT AND RESEARCH METHODS IN PERSONALITY PSYCHOLOGY

24.1. The Role of Measurement and Research in Personality Psychology

Describe the significance of measurement and research methods in the development of personality theories.

Explain the dilemmas that arise in assessing personality: reliability, validity, and measurement biases.

24.2. Basic Concepts of Psychological Measurement

Introduce the main concepts and types of reliability and validity.

Describe how the reliability and validity of a measurement tool can be evaluated in practice.

24.3. Questionnaire Methods in Personality Assessment

Explain how personality questionnaires can be constructed and what steps are involved in their development.

Describe the advantages and limitations of questionnaire-based assessment.

Describe which well-known personality questionnaires illustrate the assessment approaches associated with different theoretical orientations.

24.4. Biological and Psychophysiological Assessment Methods

Describe how twin studies can be used to examine the heritable components of personality.

Describe the possibilities for measuring physiological characteristics (e.g., skin conductance, heart rate).

Describe the methods by which neuroscientific research contributes to the study of personality differences.

24.5. Methods of the Psychodynamic Approach

Explain the rationale of projective tests.

Describe the advantages and criticisms of methods aimed at uncovering unconscious processes.

Explain and evaluate the role of case studies in psychoanalytic and psychodynamic research.

24.6. Observation and Behavioral Analysis

Describe the possibilities of behavioral observation in personality assessment.

Describe the problems that arise in relation to observer bias and ecological validity.

24.7. Humanistic and Cognitive Assessment Methods

Present the procedures used in humanistic approaches (e.g., Q-sort technique).

Describe how subjective experience can be studied in humanistic and positive psychology research.

Describe methods for measuring cognitive self-regulation processes (questionnaire-based and experimental procedures).

Explain how the Repertory Grid Technique can be used to explore personal constructs.

24.8. Qualitative Psychological Research

Describe and compare the main methods of qualitative data collection (interviews, focus groups, diaries).

Demonstrate how validity and reliability can be interpreted in qualitative research (e.g., explain constructs such as trustworthiness, credibility, dependability, confirmability, and transferability).

Describe the main data analysis methods (e.g., grounded theory, interpretative phenomenological analysis).

Evaluate the role of researcher's reflexivity in personality research.

24.9. Integration and Methodological Diversity

Explain how quantitative and qualitative methods complement each other in personality research.

Explain why it is necessary to use a combination of methods when testing theories.

References:

The relevant sections on personality assessment in the respective thematic chapters of the Carver–Scheier handbook.