

Направление: «Психология»

Профиль:

«Консультативная психология.
Персонология»

КОД – 081

Время выполнения задания – 180 мин., язык - русский.
Максимальное количество баллов – 100.

Задание 1.

Ниже представлен фрагмент статьи Christopher M. Masi¹, Hsi-Yuan Chen¹, Louise C. Hawkley¹, and John T. Cacioppo. A Meta-Analysis of Interventions to Reduce Loneliness. *Personality and Social Psychology Review* 15(3) 219–266.

- 1) Сформулируйте несколько исследовательских проблем на основе данного текста.
- 2) Выберите одну из этих проблем. Как бы Вы ее разрабатывали? Опираясь на знания по методологии психологии личности предложите план эмпирического исследования. Он может содержать актуальность и обоснование проблемы, цель и задачи исследования, гипотезы, примерную теоретическую базу исследования, методы, применяемые методики и способы обработки данных, предполагаемые результаты, научную и практическую значимость этих результатов.

Theories of Loneliness

As described above, loneliness can be a fleeting, unpleasant mood for some individuals or a persistent, aversive experience for others. Most people are capable of feeling loneliness acutely, but some are unable to escape the grip of loneliness. Research indicates that loneliness is approximately 50% heritable and 50% environmental (Boomsma, Willemsen, Dolan, Hawkley, & Cacioppo, 2005; McGuire & Clifford, 2000). For a species to survive, not only must one generation procreate, but the offspring of that generation must procreate as well. Human offspring have the longest period of dependency of any species and rely on their parents to feed and protect them for many years. During hunter-gatherer times, survival of children to reproductive age would have depended on parents sharing food and resources with their children even if at cost to themselves. Parents who felt no “pangs” of loneliness when parted from their children would have been less likely to maintain nurturing and protective parental connections compared to parents who experienced distress when separated from the family and tribe. Thus, although loneliness is unpleasant for the individual, it may be essential for species survival (Cacioppo, Hawkley, et al., 2006). Because infant attachment is not predictive of adult attachment and adult attachment can change, childhood attachment appears not to be a major determinant of loneliness in most adults (Cacioppo & Patrick, 2008; Shaver, Furman, & Buhrmester, 1985). Of course, having a gene or genes for loneliness does not mean an individual will be lonely. What appears to be inherited is the level of distress aroused by social disconnection. For individuals of all ages, loneliness may arise upon moving to a new city, losing a friend, or losing a loved one. Analysis of data from a population-based, racially diverse sample of men and women aged 50 through 68 revealed several factors were positively associated with loneliness. These included number of physical symptoms, chronic stress from employment, and chronic stress from social life and recreation. Factors negatively associated with loneliness included social network size, satisfaction with social network, and having a spousal confidant (Hawkley et al., 2008). These results suggest that the success of interventions to reduce loneliness may hinge on the degree to which one’s social environment and social interactions are improved. Research over the past several decades has shaped our understanding of the nature of loneliness. Early studies focused on individual differences between lonely and nonlonely people. This research demonstrated that compared to the nonlonely, lonely

individuals approach social encounters with greater cynicism and interpersonal mistrust (Brennan & Auslander, 1979; Jones, Freemon, & Goswick, 1981; Moore & Sermat, 1974), rate others and themselves more negatively, and are more likely to expect others to reject them (Jones, 1982). In addition, lonely people have lower feelings of self-worth (Peplau, Miceli, & Morasch, 1982), tend to blame themselves for social failures (Anderson, Horowitz, & French, 1983), are more self-consciousness in social situations (Cheek & Busch, 1981), and adopt behaviors that increase, rather than decrease, their likelihood of rejection (Horowitz, 1983). This “individual differences” model of loneliness has influenced loneliness reduction interventions to date. Specifically, these interventions have attempted to correct deficits in social skills, social support, opportunities for social interaction, and/or maladaptive social cognition. More recent research suggests that loneliness is not an immutable trait but rather can be exacerbated or ameliorated by social interactions. In an illustrative study, hypnosis was successfully used to induce participants to feel high and low levels of loneliness (Cacioppo, Hawkley, et al., 2006). Increasing feelings of loneliness also increased feelings of shyness, anxiety, and anger and decreased feelings of social skills, optimism, self-esteem, and social support, suggesting that loneliness is syndrome-like in carrying with it a range of attributions, expectations, and perceptions that reinforce feelings of loneliness (Cacioppo, Hawkley, et al., 2006). Conversely, these findings suggest that interventions that enhance a feeling of social connectedness can alter self- and other-perceptions along dimensions that have the potential to improve the quality of social interactions and relationships and keep loneliness at bay.

To examine the role of the social context in loneliness, investigators studied loneliness in the Framingham Heart Study (Cacioppo, Fowler, et al., 2009). Using social network analysis and self-reported data from more than 6,000 participants between 1983 and 2001, the authors identified several unique phenomena. Specifically, they found that lonely people tend to be linked to other people who are lonely, an effect that is stronger for geographically proximal friends but extends to three degrees of separation. In addition, nonlonely individuals who are around lonely individuals tend to grow lonelier over time. This suggests that loneliness can be induced and operates not unlike a biological contagion. Finally, analysis revealed that lonely individuals were consistently moved to the periphery of social networks, as if they had been metaphorically pushed there by others in the network. From an evolutionary perspective, such marginalization may protect the structural integrity of the network. These findings also go beyond the individual differences model of loneliness and demonstrate not only the power of social networks but also the ability of people who become lonely to have a negative effect on nonlonely people. A mechanism for the contagion of loneliness may lie in the reciprocal effects of social interaction quality and affect. In an experience sampling study, 134 undergraduates were queried regarding their psychosocial and behavioral states at nine random times during the day on seven consecutive days (Hawkley, Preacher, & Cacioppo, 2007). Information regarding the positivity or negativity of their affect and their interactions (if they were interacting with someone at the time their programmable watch beeped) was collected via diary entries. Of primary interest was the ability of loneliness to predict variability in affect and interaction quality and their interrelationship. Using multilevel modeling, the authors found that loneliness was associated with decreased positivity and increased negativity in affect and interaction quality across all measurement occasions. In longitudinal analysis, positive and negative interaction quality predicted subsequent positive and negative affect, and in a reciprocal causal fashion, positive and negative affect predicted subsequent interaction quality. Moreover, the influence of interaction negativity on negative affect persisted over a longer duration than the influence of interaction positivity on positive affect. In addition, negative affect influenced subsequent interaction positivity and negativity, whereas positive affect influenced only subsequent interaction positivity. Finally, loneliness was characterized by greater negative affect and more negative interactions. Together, this pattern of results suggests that lonely individuals not only communicate negativity to others but also elicit it from others and transmit it through others. This perpetuates a cycle of negative interactions and affect in the lonely individual and also transmits negativity to others to affect their interactions as well. These results may explain the mechanism by which lonely individuals increase feelings of loneliness among those with whom they interact. The

authors concluded that interventions that reduce perceptions of negativity in interactions or affect have the potential to break the cycle of negativity that people experience when lonely. Taken together, these studies suggest that when individuals feel lonely, they think and act differently than when they do not feel lonely. Accordingly, their perceptions of the social environment, their social cognitions, and their interpersonal actions have all been targeted in interventions to reduce loneliness.

Задание 2.

Выберите и выполните только один вариант задания (а, б или в) в соответствии с избранной Вами специализацией магистерской подготовки.

а) Экзистенциальный анализ и логотерапия

На консультацию к психологу по поводу страха ошибок обратилась молодая женщина (28 лет). Психолог прояснил, в каких именно ситуациях он возникает и как проявляется, что помогало с ним справляться, почему клиентка решила обратиться именно в этот момент. Затем они стали последовательно обрабатывать актуальные ситуации, вызывающие беспокойство.

После 8 консультаций страх совершить ошибку снизился: стал появляться в меньшем количестве ситуаций и не столь выражено. На 9-ой сессии женщина сказала: «Наши встречи, может, и помогают мне, но я по-прежнему боюсь совершать ошибки. Я не чувствую настоящего прогресса». Если бы вы работали с ней как экзистенциальный аналитик, как бы вы могли понять и концептуализировать её слова? И что бы вы сделали – на этой сессии и на последующих? В ответе необходимо опираться на теорию современного экзистенциального анализа А. Лэнгле и указывать примеры конкретных интервенций.

б) Транзактный анализ. Мультипрофильное консультирование

На консультацию к психологу обратилась женщина (32 года). В первую очередь, её беспокоила «усталость, от которой невозможно избавиться» и «стресс на работе». В процессе работы оказалось, что ей сложно соблюдать сроки, делегировать выполнение задач коллегам, кроме того, много времени уходит на то, чтобы довести всё до идеала. Необходимость презентовать работу, в качестве которой она не была полностью уверена, вызывала у неё сильную тревогу. Такого же уровня выполнения задач она требовала от своих помощников. Причём ей было сложно расставлять приоритеты, в результате чего и она, и её команда часто оказывались перегружены задачами.

Опираясь на теорию современного анализа, предложите свою концептуализацию случая, опишите, что бы вы как транзактный аналитик делали на первой и последующих 4-5 сессиях. В ответе необходимо указывать примеры конкретных интервенций.

в) Человекоцентрированный подход

Александр, молодой человек 32 лет, обратился за психологической помощью. Он жалуется на апатию, недостаток энергии и жизненных сил, депрессивные состояния. Сам себя он почти во всех сферах (профессионально-деловой, личной, межличностных отношениях) считает недостаточно хорошим, не соответствующим требованиям ситуации и окружения, постоянно винит себя за это, старается соответствовать ожиданиям, но чувствует все большую обессиленность. Выскажите ваши предположения о возможных источниках этого состояния Александра и предложите тактику психологической помощи.

Задание 3.

Используя различные идеи, модели и концепции психологии личности, а также Ваш рефлексивный опыт опишите принципиальные различия феноменов “другого” и “чужого” в индивидуальной жизни.