



Вопрос **Инфо**

Уважаемые участники!

Олимпиадное задание по направлению «Психология» состоит из двух частей:

**Инвариантная часть** представлена заданиями № 1 и 2. Их нужно выполнить всем участникам.

При выборе треков «Когнитивные науки и технологии» и «Прикладная социальная психология» язык решения задач инвариантной части – английский. При выборе других треков язык решения инвариантной части – русский.

Если вы планируете выбрать треки с разными языками решения задач (и русским, и английским), выполняйте задания инвариантной части на английском языке.

**Вариативная часть** разделена на треки:

- Трек «Консультативная психология. Персонология»: задания № 3 и 4
- Трек «Прикладная социальная психология»: задания № 5 и 6
- Трек «Позитивная психология»: задания № 7 и 8
- Трек «Когнитивные науки и технологии»: задания № 9 и 10

Задания вариативной части выполняются на том языке, на котором они написаны.

Вы можете сосредоточиться на выполнении заданий одного трека (чтобы претендовать на статус дипломанта I, II, III степени) или постараться решить задания любых двух треков на высоком уровне, чтобы претендовать на статус медалиста по направлению.

Все задания выполняются в этой системе: решения вносите в специальное поле для ответов.

Использование сторонних ресурсов и справочных материалов строго запрещено.

Верим в ваш успех!

Вопрос **1**

Балл: 25

Прочитайте представленный пререгистрационный протокол (preregistration protocol) исследования. Предложите улучшения исследования в части его методов, дизайна или исследовательских процедур. Укажите, с какими ограничениями может столкнуться данное исследование и предложите варианты, как возможно преодолеть какие-либо из этих ограничений.

**Preregistration protocol**

**Title**

Emotion Regulation and Prosocial Behavior Experiment

**Hypotheses:**

1. We suggest that subjects in the integrative emotion regulation condition will exhibit more prosocial behavior toward the other subject (relative to the subjects in the emotional distancing condition and the control group).
2. We suggest that subjects in the integrative emotion regulation condition will tend to report more positive

well-being (relative to the subjects in the emotional distancing condition and the control group).

## **Predictions for successful check variables:**

There is a manipulation check. After the experiment, the subject is asked to answer a series of questionnaires, including a questionnaire in which he is asked to report how much he tried to understand his feelings / hide his feelings / ignore his feelings while performing the Tangram task. Thus, we make sure that the subject has indeed performed the emotion regulation strategy he was asked to perform.

## **Rationales or theoretical frameworks for why a certain hypothesis is tested:**

1. The rationale for the first hypothesis is that many correlative studies have found an association between integrative emotion regulation and prosocial behavior, but the causal relationship has not yet been proven in experimental studies.
2. The rationale for the second hypothesis is that integrative emotional regulation predicts positive outcomes, which include psychological growth, satisfaction of psychological needs, sense of well-being, optimal relationships, and prosocial behavior.

## **Design Plan**

### **Experiment. Independent variables:**

Conditions - between-subject variable (integrative emotion regulation / emotional distancing / control group)

### **Dependent variables:**

1. Well-being - based on the PANAS test.
2. Empathy - measured by empathy questionnaire towards the other subject.

## **Planned Sample**

### **Where, from whom and how the data will be collected.**

The participants in the study do not have to be students, but in the end the research is carried out at the University and its main target audience will be students at the University and Colleges in Be'er Sheva. The registration for the experiment will be published to the general public on social networks.

### **Justification of planned sample size.**

The sample will include 120 subjects (40 subjects in each condition), since it was found in G-power that in order to obtain a power of 80%, in a between-subject test that includes 3 groups in the independent variable and 4 dependent variables, a sample of about 120 subjects will be required.

### **Data collection termination rule.**

We will stop collecting data when we reach the desired sample size.

### **Exclusion Criteria**

1. Subjects who show an abnormal ceiling / floor effect in their prosocial behavior.
2. Subjects who didn't complete the pre-experimental questionnaire satisfactorily.
3. Subjects who didn't pass the manipulation test (did not perform the task of regulating emotions properly).

## **Procedure**

1. Subject meets collaborator and completes informed consent. They engage in scripted small talk. The subject thinks that the collaborator is the second subject throughout the experiment.
2. Experimenter explains Tangram task: one solves, the other observes/assists. A fake lottery assigns the collaborator to solve tasks.
3. The subject moves to another room while the collaborator remains in the interaction room, so that the experimenter could pass on the instructions for the task to the subject alone. Subject is told the collaborator starts with 0 shekels, earns 5 shekels per correct task, and loses 2.5 shekels for asking for help. The subject starts with 50 shekels and loses 5/3 shekels per help (asked/unasked). Helping is optional.
4. The experimental manipulation:

Each subject undergoes a different condition.

\* Subjects in the Integrative Emotional Regulation Condition — the experimenter asks the subject to look at their feelings, think about them and understand the reasons why they feel what he feels during the task.

\* Subjects in the Emotional Distancing Condition — the experimenter asks the subject to ignore the feelings that arise in him during the experiment, not to think about them or to think about other things.

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\* Subjects in the Control Group Condition — the experimenter doesn't specify a specific emotional regulation strategy and asks the subject to simply act as he sees fit.5. Collaborator and subject perform Tangram task. Collaborator requests help 4 times (tasks 5,7,8,10) and makes frustrating remarks at set intervals.

6. Post-task, subject completes questionnaires: empathy, well-being, and manipulation check.

### Analyses

**Analyses that will test the first main prediction**

**the relevant variables and how they are calculated:**

\* Emotional regulation condition — operated by the experimenter (the subject is given a random condition according to which he is supposed to act during the Tangram task).

\* Empathy - measured by a score in the questionnaire that the subject performs after the experiment.

**the statistical technique:**

F test - MANOVA (Global Effects)

**each variable's role in the technique:**

\* Emotional regulation condition - IV

\* Empathy - DV

### **Second Prediction**

**the relevant variables and how they are calculated:**

\* Emotional regulation condition — operated by the experimenter (the subject is given a random condition according to which he is supposed to act during the Tangram task).

\* Well-being — measured by the score in the PANAS questionnaire.

**the statistical technique:**

F test - MANOVA (Global Effects)

**each variable's role in the technique:**

\* Emotional regulation condition — IV

\* Well-being — DV

### Вопрос 2

Балл: 25

Прочитайте фрагмент статьи “Body Image Psychology: Understanding Our Perception of Self” (NeuroLaunch editorial team, September 14, 2024) и выполните задание.

#### **Intro**

Body image has been a hot topic in psychological research for decades, and for good reason. Our perception of our physical selves plays a crucial role in our mental health, self-esteem, and overall well-being. But it wasn't always this way. In fact, the concept of body image as we know it today is relatively new in the grand scheme of things.

Back in the day (we're talking early 20th century), psychologists were more concerned with how the brain processed physical sensations. It wasn't until the 1920s that researchers began to explore the psychological aspects of how we perceive our bodies. Fast forward to today, and body image research has exploded into a multifaceted field that touches on everything from eating disorders to social media's influence on self-perception.

But why should we care about body image? Well, for starters, it affects pretty much every aspect of our daily lives. Think about it: how many times have you avoided a social situation because you felt self-conscious about your appearance? Or passed up an opportunity because you didn't feel “fit” enough? Our body image can be a powerful force, shaping our decisions, relationships, and even our career paths.

#### **Unpacking the Body Image Puzzle**

2025-the-higher-league-olympiad---final-stage

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Now, let's get down to brass tacks. What exactly do psychologists mean when they talk about body image? It's not as simple as liking or disliking what you see in the mirror. Body image is a complex construct that includes several components:

1. Perceptual: How you see your body
2. Cognitive: What you think about your body
3. Affective: How you feel about your body
4. Behavioral: How you act based on your body image

It's like a four-piece jigsaw puzzle, with each piece influencing the others. And here's where it gets really interesting: there's often a gap between our actual body and how we perceive it. This discrepancy can lead to all sorts of psychological issues, from mild dissatisfaction to severe body dysmorphic disorder.

But wait, there's more! Our body image isn't formed in a vacuum. It's shaped by a whole host of factors, including our upbringing, personal experiences, and the cultural context we live in. And let's not forget the elephant in the room: societal influences. From beauty standards plastered across media to cultural norms about body size and shape, we're constantly bombarded with messages about how we "should" look.

Speaking of cultural influences, it's fascinating to see how body ideals vary across different societies and historical periods. What's considered attractive in one culture might be completely different in another. It's a stark reminder that beauty standards are largely socially constructed, not some universal truth etched in stone.

### When Body Image Goes Awry

Now, let's talk about when things go sideways. Body image issues are like uninvited guests at a party – they can show up at any age and stick around way longer than anyone wants them to. From teenagers grappling with puberty to adults navigating the changes that come with aging, body image concerns can pop up throughout our lives.

One particularly nasty party crasher is body dysmorphic disorder (BDD). Imagine being so preoccupied with a perceived flaw in your appearance that it interferes with your daily life. That's BDD in a nutshell. People with this disorder might spend hours obsessing over a "defect" that others can barely notice, if at all. It's a stark reminder of how powerful our perceptions can be, even when they don't align with reality.

And then there's the complex relationship between body image and eating disorders. It's like a toxic dance where negative body image fuels disordered eating behaviors, which in turn reinforce negative body image. It's a vicious cycle that can have severe consequences for both physical and mental health.

Interestingly, body image issues don't affect everyone equally. There are some notable gender differences in how body image concerns manifest. While women have traditionally been more likely to report body dissatisfaction, men aren't immune. In fact, male body image issues are on the rise, often centered around muscularity and leanness.

And we can't talk about body image issues without mentioning the elephant in the room (or should I say, the smartphone in our hands?): social media. Platforms like [different visual social media] have taken the comparison game to a whole new level. With filters, editing tools, and carefully curated feeds, it's easier than ever to present an idealized version of ourselves to the world. But at what cost to our mental health and self-perception?

### Theories That Make You Go "Hmm"

Now, let's put on our thinking caps and dive into some of the theories psychologists use to understand body image. First up is social comparison theory. Ever catch yourself scrolling through social media and feeling a twinge of envy or inadequacy? That's social comparison in action. We humans have a natural tendency to evaluate ourselves by comparing our appearance, abilities, and achievements to others. When it comes to body image, these comparisons can be a double-edged sword, potentially boosting our self-esteem or sending it plummeting.

Next on our theory tour is objectification theory. This one's a doozy. It suggests that in many cultures, particularly Western ones, bodies (especially female bodies) are often treated as objects to be evaluated and consumed by others. This constant external scrutiny can lead to self-objectification, where individuals start to view their own bodies from an outsider's perspective. It's like being both the art and the critic at the same time – talk about a mind-bender!

Cognitive-behavioral perspectives on body image focus on the interplay between our thoughts, feelings, and behaviors. According to this approach, negative body image often stems from distorted thoughts and beliefs about our appearance. These cognitive distortions can lead to negative emotions and unhealthy behaviors,

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creating a self-reinforcing cycle. The good news? By challenging and changing these thought patterns, we can improve our body image.

Lastly, let's not forget about developmental theories. Our body image doesn't just pop into existence fully formed – it evolves throughout our lifespan. From a child's first awareness of their physical self to an older adult's adaptation to age-related changes, our relationship with our body is constantly shifting. Understanding these developmental trajectories can provide valuable insights into how and when to intervene to promote positive body image.

### Задание

1. Предложите несколько исследовательских проблем в области психологии на основе тем, затронутых в данной статье. Проблемы должны отличаться научной новизной и авторской оригинальностью.
2. Выберите одну из этих проблем и предложите пути ее научной разработки. Придерживайтесь классической структуры плана исследования (объект, предмет, теоретико-методологическая база, и т.д.).

### Вопрос 3

Балл: 20

**Раскройте, в чем состоят потенциалы культуры для персонологических исследований.**

В качестве подсказки рассмотрите высказывание Э. Мунье: «Культура — это не какая-то часть жизни личности, а ее глобальная функция... Для человека, который сам себя создает и развивает, все есть культура. Поскольку жизнь личности является свободой и превосхождением себя, то и цель культуры – глубинное преобразование субъекта, и чем более она апеллирует к его внутреннему миру, тем большие возможности открывает перед ним».

### Вопрос 4

Балл: 30

**Проанализируйте кейс и выполните задание.**

Светлана, 19 лет, студентка вуза обратилась за помощью к психологу.

**Анамнез:** она старшая дочь, в семье есть еще двое детей – сестра 15 лет и младший брат 6 лет; ее мать домохозяйка, активная и деятельная женщина, лидер в семье, отец – служащий, активный и деятельный на работе, дома пассивный и подчиняющийся жене. Светлана закончила школу с отличием, в спортивной секции была первой, но вынуждена была оставить спорт по причине роспуска команды – не нашли замену тренеру. В семье мирная и доброжелательная атмосфера, с сиблингами нет конкуренции, родители поддерживающие. Детство по рассказу клиентки прошло без выраженных стрессов и травм. Клиентка живет с родителями.

**Жалобы:** сложность выполнять задания, вовремя сдавать экзамены и зачеты в университете, по этой причине Светлана вынуждена взять академический отпуск из-за накопившихся долгов по дисциплинам.

Светлана чувствительна к стрессовым ситуациям, при этом эмоциональные реакции сглажены. Всегда была избирательна в общении, никогда не имела близких друзей, поскольку не нуждалась в дружбе, сомневается: «Может, со мной что-то не так? Почему мне не нужны друзья?» Есть близкие интимные отношения с молодым человеком, при этом встречаются редко по причине частых командировок мужчины. Эмоциональный фон снижен, самообвинения, негативизм, часто плачет и

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жалеет себя, не хочет лишней раз выходить из своей комнаты, питается перекусами и не обедает вместе с семьей. У Светланы диагноз atopический дерматит, переносит его тяжело, перестала принимать лечение, т.к потеряла надежду на улучшение. Психиатром был диагностирован депрессивный эпизод умеренной тяжести и назначена медикаментозная терапия – антидепрессанты и нейрорептик. На их фоне настроение стабилизировалось, что помогло более эффективно вести психотерапию.

**Запрос на терапию:** «Хочу научиться выполнять рутинные дела вовремя, чтобы справляться со взрослой жизнью и ее задачами»

**Выберите один из подходов:** транзактный анализ, человекоцентрированный подход, клиническая персонология и выполните соответствующее задание.

**Транзактный анализ:** опишите приказания и основные драйверы, запреты, сценарную матрицу, мишени работы и стратегию психотерапии.

**Человекоцентрированный подход:** опишите, в чем суть данного клиентского случая, какую стратегию работы Вы будете реализовывать и на чем сфокусируетесь в первую очередь.

**Клиническая персонология:** опишите тип организации личности, мишени работы и стратегию психодинамической терапии.

### Вопрос 5

Балл: 30

**Read the article and answer questions below. Answers should be given in English (30 points) .**

(для перехода по ссылке нажмите на неё правой кнопкой мыши и откройте ссылку в новой вкладке/в новом окне)

**Questions to answer:**

- 1.1. What is the basic idea behind the concept of love as a commitment device? (2 points)
- 1.2. In which social groups is the value of romantic love higher? Why? (3 points)
- 1.3. How does a country's level of modernization (Human Development Index, HDI) affect perceptions of romantic love? Provide examples to illustrate your answer. (4 points)
- 1.4. Give an example of how the concept of love as a commitment device can explain differences in relationships between representatives of two different cultures. Base your answer on your knowledge of the theories and concepts of cross-cultural psychology. (5 points)
- 1.5. Describe the differences in perceptions of romantic love between men and women in terms of Parental Investment Theory. To what extent do you think this mechanism is universal across cultures? (6 points)
- 1.6. Can you think of a study involving one of the concepts described in the article? Try to come up with your own goal of the study, a research question that could be checked empirically and formulate a hypothesis with the variables that you would study. Please, describe your potential sample and research methods. Don't forget to provide expected study results. (10 points)

### Вопрос 6

Балл: 20

**Case study (20 points).**

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As a psychologist, please, comment on this case.

Representatives of various companies from around the world gathered at the annual international conference on business innovation in Tokyo. The main goal of the conference was to exchange ideas and establish new partnerships. Representatives from Europe, Asia and America came to present their projects and establish business connections.

During one of the round tables where innovation strategies were discussed, a conflict arose between a representative from Germany, Mr. Müller, and a representative from Japan, Mr. Tanaka.

Mr. Müller began to actively criticize the proposed ideas, pointing out their shortcomings and weaknesses. He believed that such criticism would help improve the projects and make them more effective.

Mr. Tanaka took Mr. Müller's criticism as a personal insult.

The tension between Mr. Müller and Mr. Tanaka became obvious to all participants in the round table. Both sides began to express indignation and dissatisfaction, which led to general chaos and disunity. The conference, which was originally planned as a platform for constructive dialogue and partnership, became a place for serious conflict.

1. Describe and explain what are the main problems and challenges Mr. Müller has faced. (2 points)
2. Explain why a misunderstanding occurred and what is the reason for it? (4 points)
3. Create a set of possible solutions which can help Mr. Müller and Mr. Tanaka to cope with the problem in the most effective way. (6 points)
4. What preliminary preparation or instructions (before going to Japan) could have helped Mr. Müller to avoid the difficulties described in the case? Which psychological theories and concepts do these instructions or preparation programs should rely on? (8 points)

Please, use social psychological theories in your response. Try to be concise and avoid journalism and stereotypes in your analysis. Note that your response should be given in English.

Вопрос 7

Балл: 30

Прочитайте приведенную статью. Выполните следующие задания на русском языке. Рекомендуемое время выполнения данного задания — 60 мин.

(для перехода по ссылке нажмите на неё правой кнопкой мыши и откройте ссылку в новой вкладке/в новом окне)

1. Напишите аннотацию приведенной статьи объемом не более 300 слов ( 15 баллов максимум).
2. Предложите свой дизайн исследования на тему статьи ( 15 баллов максимум). Сформулируйте исследовательский вопрос (гипотезы) исследования. Опишите выборку и методы исследования. Опишите предполагаемые результаты и ограничения исследования.

Вопрос 8

Балл: 20

Выполните данное задание на русском языке. Рекомендуемое время выполнения данного задания — 60 мин.

Кейс

«Массовое счастье»

В академическую лабораторию обратился научный журналист, лидер ассоциации блогеров и  
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инфлюенсеров. Недавние результаты опросов пользователей социальных сетей и статистика откликов на публикации по психологии продемонстрировали острый запрос на темы позитивной психологии (благополучие, аутентичность, счастье, качество жизни, осознанность и др.). Журналист со своей продакшн командой хотели бы запустить масштабный проект психологического просвещения в вопросах благополучия. К участию в проекте будут привлечены известные нон-фикшн издательства, блогеры-психологи и спикеры от науки. Обсуждаются форматы подкастов, открытых лекций, массовых мероприятий, прямых эфиров. Создана общая модель ключевых сообщений. Однако ассоциация не хотела бы ограничиваться только медийным эффектом: важно понимать, насколько данная медийная активность окажется действительно действенной, то есть будет способна оказывать реальные эффекты на те или иные параметры благополучия и оптимального функционирования личности.

Предложите дизайн исследования, направленный на оценку эффективности такой социальной программы. Отрадите в своем ответе, какие мишени психологической диагностики и посредством каких методов стоит учитывать в данной исследовательской программе. Опишите, как полученные данные можно будет использовать в последующих медиа и образовательных проектах.

### Вопрос 9

Балл: 25

Please read the introduction, methods and results sections of the short research article that is provided. It is entitled *(для перехода по ссылке нажмите на неё правой кнопкой мыши и откройте ссылку в новой вкладке/в новом окне)*. Authors, abstract, conclusions are not provided.

Your task is to compose an abstract of 200-250 words. The abstract should include (a) the motivation of the study, (b) the main hypothesis, (c) key aspects of the experimental design, (d) main findings and (e) conclusions.

### Вопрос 10

Балл: 25

**Propose a research design to test the offered hypothesis.**

The Baader-Meinhof phenomenon, or frequency illusion, is a cognitive bias where, after noticing something new, a person starts seeing it everywhere, leading them to believe it's occurring more frequently. This isn't because the thing is actually happening more; it's due to increased awareness of it.

Please suggest an experiment to test this hypothesis. Describe in steps what you have to do during the preparation and at the time of conduction for this experiment in the laboratory setting. Describe the independent variable(s), dependent variable(s), and possible confounding variables and how you will control them. A detailed description is desirable: mention the participant's task and instruction, stimuli type, sequence of presentation, timeline, etc.



Вы зашли под именем ()