

SUMMARIES

Simon Elsborg Nygaard og Jan Tønnesvang: Sustainable well-being – an integrative perspective.

By using an integrative framework with the so-called *quadrant model*, the article shows how a *well-being* perspective can contribute to raising the motivation for and the amount of actions that promote ecological sustainable living. The quadrant model shows the need for simultaneously addressing experiential, behavioural, system-related (including technological) and cultural aspects in the transformative processes towards ecological sustainable living. This is discussed up against International and Danish approaches to the challenge in which the experiential and cultural aspects of transformation to sustainable living are given low priority. The article demonstrates that *sustainable well-being* is a possibility, and it discusses to what extent sustainable well-being can be used to address the experiential and cultural aspects of the transfer, hereby raising the transformative motivation, raising the amount of ecological sustainable actions, reducing the amount of unsustainable actions, while at the same time raising personal well-being. It is argued that sustainable well-being can be considered as a means to promote ecological sustainability, as well as an end in itself.

Johan Trettvik: Do we have a sense of reality?

Is psychology about something real? The question of what is real and what is not is an age old one, and in the hands of philosophy, the issue has been questioned, discussed and turned upside down so much that from a practical point of view, it seems quite useless to talk about reality. So much that some psychologists has come to accept that reality is a non-issue, and maybe even that there is nothing that is real. In this article, I try to examine the possibility of starting the discussion on a more psychological level, namely what could reality be good for. The answer here is that we have a sense of reality, given that what we experience is really real, which co-occurs with our usual experience of our surroundings. The foundation for understanding reality, thus, is not the usual higher order cognitive phenomena, like thinking and memory, but more basic perceptual processes. This is discussed from an ecological perspective, inspired mainly by the work of J.J. Gibson. Although mainly a philosophical-theoretical discussion here, the hypothesis of a sense of reality should be subject to empirical investigation for future work.

Jill Tina Byrmit: Human sexuality within the paradigm of evolutionary psychology

Cross-cultural data have shown significant differences between men and women's sexuality. Thus, among other results, differences have been found in the physical, social, and psychological characteristics that are considered desirable in a potential short-

term and long-term partner; reasons for jealousy; number of desired sexual partners across the lifespan; the amount of time needed to feel comfortable having sexual intercourse with a new partner or a stranger; and how to consider the relationship between sex and love. Several theories have been proposed to explain the differences in men and women's sexuality, for example, sexual strategies theory which, from an evolutionary perspective, addresses men and women's relative investment in the care of children and the possible gender differences related to this. In the present article, a presentation will be made of the paradigm of evolutionary psychology, and sexual strategies theory will be discussed in relation to the cross-cultural data and data from Scandinavia. Finally, two ongoing studies with a population of Danish men and women are introduced.

Einar Baldwin Baldursson, Peter Weichel Carlsen & Bendt Torpegaard Pedersen: Pieces in an evolutionary neuro social theory on stress

Psychophysical research in stress in the last 2 decades has focused on an increasing number of problems associated with the classic theory of stress, as formulated by Cannon and Selye. In this paper the authors argue that the first part of the solution consists in formulating a theory, where stress is seen as a system that has changed through the evolution of living organisms with ever more sophisticated neural systems. This involves (i) a distinction between the older (in the evolutionary sense) GAS (Selye) (ii) the more recent version, based on HPA (Cannon) and (iii) and the recent change from a homeostatic to an allostatic model of stress (Sterling, McEwen). Another part of the solution consists in an understanding that integrates other psychophysical systems that have evolved in parallel and partly conjointly with the stress system. The authors argue that a modern understanding of stress should include (iv) the poly vagal theory. This theory opens the understanding of stress as a regulative social and communicative system. In this manner it becomes possible to understand how stress influences social relations and interactions. Last but not least, the authors argue (v) for the inclusion of theories of social pain. This approach indicates that stress involves, regulates and enhances experience of social pain as a reaction to social threat and strain. Such modern and multi-system understanding could open new perspectives on the diagnosis of, as well as the treatment of stress itself and derived psychological problems.

Christine Unterrainer, Hans Jeppe Jeppesen & Thomas Jønsson: Different Forms of Job Satisfaction: Does Job Satisfaction Mean Satisfied Employees?

This article introduces a qualitative model for different forms of job satisfaction that was originally proposed by Bruggemann, Grosskurth, and Ulich (1975), and further developed by Büssing (1992) and colleagues. This model is not new, but was probably buried in oblivion as a result of the longstanding and overwhelming dominance of the quantitative approach to job satisfaction in the English-speaking research community. We provide a brief historical overview on the quantitative research tradition of job satisfaction and basically discuss its methodological shortcomings. As an alternative, we describe different qualitative forms of job satisfaction according to Bruggemann et al. (1975) and Büss-

ing (1992), and we additionally report some empirical results on the Bruggemann model. These findings suggest that the qualitative and quantitative approaches measure different aspects of job satisfaction, and that the integration of both approaches is a promising direction for future research. In the general discussion we propose some research perspectives and practical implications focusing on this integrative approach.

Ole Michael Spaten: Coaching psychology in Denmark – research, theory and practices
Coaching has a long history, a very broad width and the coaching industry's range of coaching services have for years been exponentially increasing, as well as the number of articles and books. However, progress is discouraging if the focus is on systematic, rigorous coaching research: It is only in recent years that coaching has been on the research agenda in universities worldwide. Therefore, it is still relatively uncertain what works in coaching, how, why, when and for whom coaching works. Coaching is not the same as coaching psychology and a coach is not just a coach, but anyone can call themselves a coach. This article presents differences and definitions of coaching and coaching psychology, a literature review, and analyses the coaching phenomenon in Denmark with a historical and European perspective. Finally it describes a training program in coaching-psychology.
Keywords: Coaching, literature review, coaching psychology, research, education

Martin Hammershøj Olesen & Jørgen C. Friis: The Five-factor Profile – research based HR-tool to assess personality traits

This article presents considerations of content, theoretical contributions and psychometric calculations that underlie the Five-factor Profile (e-estimate, 2013). The profile is a Danish translation and cultural adaptation of the 120-item IPIP-NEO test (Johnson, 2011), and thus it reflects the five-factor model of personality traits. The five-factor model is a widely acknowledged and scientific approach that currently drives international research in personality differences. Two groups filled out the profile, a group of adult working Danes (N=558), who were recruited through the daily operation of the profile since the last validation study; the other group was a convenience sample (N=410), who were recruited through social media. Factor analysis of data from the first group confirmed the five-factor model, except some facets of extraversion and agreeableness switched factor. Results showed a more dominant and less social factor for extraversion, called agency; and a more outgoing and relatedness oriented factor for agreeableness, called sociality. Data from the second group served to choose additional items, generate a new norm, and thereby further improve performance of the profile in Danish HR contexts. Results are discussed in relation to different scientific models of personality traits.

Thomas Szulewicz: What is psychological about educational psychology?

The aim of the present paper is to investigate the role of psychology in educational psychology practice. At present, educational psychologists are expected to have a central role in shaping inclusive environments in day care and school. However, different studies

indicate that schools are becoming increasingly critical towards the educational psychology service delivery. The schools ask for less individual assessments of students and more didactic and pedagogical counselling. This shift leads to a discussion of 1) whether educational psychology can still legitimize itself as a relevant profession in relation to the facilitation of inclusive learning environments in schools, and 2) whether psychology is still a relevant part of educational psychology counselling.

In the paper, it is outlined how educational psychologists' position in school counselling in different aspects is threatened by new educational trends.

The paper concludes with a discussion of how psychology can still play a pivotal role in educational psychology practice.

Jan Tønnesvang and Heidi Alstrup: A vitalizing psychological approach to Restorative Justice with young persons

Taking off from a clarification of the basic principles in Restorative Justice, and based on a discussion of these principles in contrast with Traditional Criminal Justice, the article argues *that* and shows *how* a vitalizing psychological approach can qualify the process of Restorative Justice by providing an understanding of the mutuality of the differences in the needs of the offender and their victim. The article is a first step towards creating a common framework for working with the different situations that victim and offender are situated in, which at the same time can provide a holistic approach to working with the restorative development of the young offender's life trajectory. The vitalizing psychological approach focuses on the basic needs of the offender and the victim, and at the same time it focuses on the learning processes that can result from a meeting between the offender and the victim, and on the potential for the constructive creation of changes that the professional can have for the young offender by being a vitalizing respondent to their needs for being recognized, heard and seen as a human being behind their criminal acts.

Iram Khawaja: Community as collectivization? Muslimness, collectivity and belonging

The article presents a theoretical analysis of the possibilities of conceptualizing a concept of community within a poststructuralist framework. Much has been written about relations, groups, inclusion and exclusion within this framework, but community has been almost absent in these theoretical and analytical discussions. The aim of the article is thus to theoretically reconstruct and establish a post structural understanding of community through empirical examples from a doctoral research on young Muslims in religious organizations in Copenhagen. Five main dimensions are identified as important in outlining a poststructuralist concept of community; 1. Community as a process through the concept of collectivization 2. Community as existing in itself and as something which is continually negotiated. 3. Community as interdependently related to processes of subjectification. 4. Community as neither above the individual level or reduced to subjective experience. 5. Community and belonging as interrelated. The article includes both theoretical and empirical analysis and centres on belonging as an important dimension in the understanding of how communities are constructed.

Laila Colding Lagermann: The game

This article presents analyses on how we may understand changes and movements with regard to earlier marginal positions in relation to the school. The article suggests that we might understand such movements of transcending changes as something that is constituted through a number of complex processes, and in this regard, the focus is set on the many different forces that influence the possibilities of such changes. Based on the narratives and perspectives of Mounir in general, and his metaphor of “the game” in specific, the analyses focus on how his movements of transcending changes can be conceptualized as effects of intra-acting forces.

Peter Berliner and Anne-Kristine Stender: Joy and strength – a study of elderly people’s values in Paamiut (Greenland)

As the value-based community mobilization project Paamiut Asasara reduced the level of violence by 47 % and increased social well-being, this study investigates elderly citizens’ values in Paamiut. A thematic analysis shows four overall values: (1) to be respectful of other people, including members of the family, (2) to contribute actively for the benefit of the community, (3) to be in good spirits, and (4) to appreciate the natural environment and Greenlandic food. They were also asked about resilience. They responded that resilience includes: (1) working hard to contribute to the benefit of the community, (2) actively building solutions, (3) to maintain contact with family, (4) to open up and talk with somebody about the difficulties of life; (5) to focus on the good sides of life; and (6) to spend time in the natural environment and to eat Greenlandic food). The components are considered to be interlinked to be more powerful in supporting resilience. Resilience is seen as closely linked to trying to live life in accordance with the values mentioned above.

Peter Berliner and Karen Hagedorn: Young peoples’ narratives on resilience – a study on social resources in Paamiut (Greenland)

In Paamiut in Greenland eight young people were interviewed about resilience. Through a thematic analysis of their answers and reflections it emerged that resilience consists of (1) actively seeking support when needed; (2) to build realistic visions for the future and trust in one’s ability to achieve the set goal, and (3) to receive and provide social support by talking openly about problems based on trust in one another. These three points of resilience includes four dimensions: (a) a time-based dimension, which is the belief that problems can be solved actively and progressively; (b) an institutional and economic dimension including access to formal education and work; (c) a social dimension, which is social support; and (d) a value dimension, which includes values of experienced love, trust and social accountability.