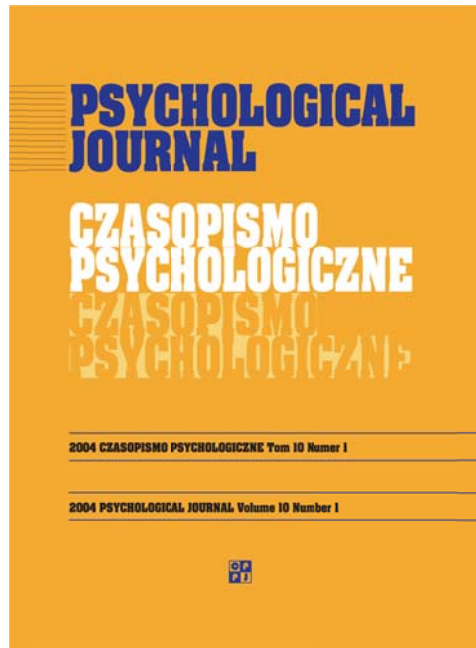


LIST OF ARTICLES IN CZASOPISMO PSYCHOLOGICZNE – PSYCHOLOGICAL JOURNAL (CPPJ)

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Andrzej Szmajke, Uniwersytet Wrocławski

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7-21

Relikty kultury honoru w mentalności Polaków

THE RELICTS OF THE CULTURE OF HONOR IN THE POLISH MENTALITY

In the "cultures of honor", violence is socially accepted and male individuals are obliged to apply violence in order to protect themselves, their relatives or property whenever their social reputation ("honor") is threatened, even when the threat is of purely symbolic character (e.g. an offence). The historical background and the state of the social consciousness suggest that the Polish culture can to a large degree be an example of a culture of honor. This article presents two experiments to verify this hypothesis. Experiment 1 is based on the Goffman's thesis that the cultural values are more strongly revealed in the "public show" behavior than in "private" behavior. It has been found that during public self-descriptions men more eagerly underlined their readiness for violence "to protect honor"- especially when the recipient of the self-description was a young attractive woman - than in private self-descriptions. Experiment 2 is based on the assumption that behavior conformable to the cultural values is rewarded by the surrounding society; in the "cultures of honor", the "honorable" man should be perceived by women as more attractive. It has been found that women appreciate men "of honor" (who react with violence to an offence) rather than "dishonorable" men; the difference was significant only for younger women; for older women, "dishonorable" men turned out to be more attractive. The results obtained in the experiments partially confirm the hypothesis that the value of "culture of honor" is present in the Polish culture.

Key words: culture of honor, Polish mentality, violence

Andrzej Falkowski, SWPS, Warszawa

Iwona Madej, Uniwersytet Łódzki

23-33

Rozszerzanie znaku towarowego w podejściu wnioskowania przez analogię

BRAND EXTENSION IN THE REASONING BY ANALOGY APPROACH

Brand extension, i.e. using the same marking for different products, is nowadays one of the marketing strategies that is most often used by new firms which introduce their products at the market. The dimensions at which such an extension is used are first of all the replacement dimension and complementary products. Providing it is well elaborated, this strategy allows for big savings, because launching one's own brand is related to very high costs. The approach to brand extension presented in the study is an integration of two different research perspectives. One of them pertains to the processes of categorization, which have been so far utilized with success as the methodological foundation for research on brand extension. The second perspective pertains to the processes of reasoning by analogy and it constitutes a proposal of a thoroughly new view on brand extension. In the empirical studies on the extension of prestigious and functional brands, the classic scheme of reasoning by analogy by Rumelhart and Abrahamson (1973), was used. In the interpretative analysis of the obtained results there was used the methodology combining multidimensional scaling and Luce's choice theory. Results of the analysis have mainly rendered it possible to define the dimension at which brand extension may be efficiently realized in the process of reasoning by analogy. They have also allowed for adopting an attitude to the problem of validity and efficiency of brand extension in the reasoning by analogy approach. The efficiency is high when the process of reasoning by analogy may be predicted on the basis of cognitive representations of products that are given the same brand.

Key words: reasoning, analogy, approach, brand extension

- Eugenia Mandal, UŚI*
35-47 **Ciało jako proces – ciało jako obiekt. Obraz ciała u studentów Akademii Wychowania Fizycznego i studentów kierunków uniwersyteckich**
 BODY-AS-PROCESS VERSUS BODY-AS-OBJECT. BODY-IMAGE IN STUDENTS OF THE ACADEMY OF PHYSICAL EDUCATION AND UNIVERSITY STUDENTS
 The article concerns the problem of differences in the body-image of men and women. Students of the Academy of Physical Education (50 males and 50 females) and university students (45 males, 55 females) were investigated. The researcher's own method was used measuring 28 aspects of body image and taking into consideration the body-as-process perspective (among others, attractiveness, attractiveness to the opposite sex, health, fitness, strength, quickness, and agility) and the body-as-object perspective (image of face, eyes, nose, legs, hips, thighs, etc). The parameters of height and weight were analyzed. The results were compared in the aspects of the study major, sex, masculinity-femininity. It appeared that the students of the School of Physical Education, men and women, had a more positive body-image in the analyzed aspects than the university students. Both male students of the Academy of Physical Education and male university students were more satisfied with their body-image than were the women. Masculinity, both in men and women, correlated with the positive body-image.
Key words: body image, masculinity, femininity, university students
- Joanna Wachowiak, UAM*
49-58 **Antyspołeczne zachowania pracowników**
 ANTISOCIAL EMPLOYEES' BEHAVIORS
 This article summarizes the literature on antisocial employees' behaviors. It is an interesting and relevant issue, especially in Poland, due to historical reasons, transformation processes and conditions in which contemporary organizations act. Typologies and definitions of deviant workplace behaviors as well as the causes for them and preventative management issues are discussed. The article also presents future research directions.
Key words: employee behaviors, antisocial behaviors, future directions
- Ryszard Kulik, UŚI*
59-65 **Tożsamość człowieka i zaangażowanie w działalność proekologiczną**
 PERSONAL IDENTITY AND ENGAGEMENT IN PROECOLOGICAL ACTIVITY
 The article presents an empirical verification of the ecopsychological assumption that personal identity leads to spontaneous ecological behavior. The author has compared a group of ecological activists with a group of students who are not involved in environmental activity in descriptive and scope aspects of identity. The results of the research show differences in identity between the activists and the students. The people who are involved in ecological activity have a wider range of identity which contains various environmental objects. Besides, the activists' identity is not as conventional as the identity of other people. Self description is also more abstract in the group of ecological activists.
Key words: personal identity, proecological activity, ecology engagement
- Grzegorz Iniewicz, UJ*
67-71 **Obraz ciała i poczucie płci psychologicznej w anoreksji psychicznej**
 BODY IMAGE AND THE SENSE OF PSYCHOLOGICAL SEX IN ANOREXIA NERVOSA
 In the literature, there is a lot of evidence of a lack of satisfaction with the body among people suffering from anorexia nervosa. This problem is also recognized in the healthy population of adolescents. It seems that the sense of one's sex influences the attitude toward one's body. The article presents data concerning the problem among girls suffering from anorexia nervosa in comparison with their healthy peers. The subjects completed the Offer Self-Image Questionnaire and the Sense of Psychological Sex Questionnaire. The assumptions were confirmed. The attitude toward the body among girls suffering from anorexia nervosa was more negative than in the control group. We may also suspect that the sense of one's sex may influence it.
Key words: anorexia, psychological sex, body image
- Agnieszka Golec, SWPS*
73-86 **Teoria trybów autoregulacji Kruglanskiego i Higginsa – prezentacja koncepcji i narzędzia**
 KRUGLANSKI'S AND HIGGINS' AUTOREGULATORY MODE THEORY
 The paper presents the regulatory modes theory proposed by Kruglanski and Higgins as well as the Polish adaptation of the Regulatory Mode Questionnaire containing Locomotion and Assessment Scales (Kruglanski et al., 2000; Higgins et al., 2003). The theory differentiates between two functionally independent dimensions of self-regulation: locomotion and assessment. Locomotion is concerned with reestablishing commitment to action, change, and movement from state to state. Assessment is related to evaluation of alternative goals or means and deciding which ones are the best to pursue. Assessment is also related to the appraisal of goal pursuit performance. The paper presents psychometric characteristics of the Polish version of the Regulatory Mode Questionnaire as well as the relationships between two modes of self-regulation and self-esteem, personality factors of the Big Five, and the styles of handling interpersonal conflicts.
Key words: autoregulation, mode theory, Regulatory Mode Questionnaire
- Jakub Niewiarowski, SWPS, Warszawa*
Paulina Tasiemska, SWPS, Warszawa
87-100 **Mechanizm selekcji i indywidualne zasoby uwagi a przetwarzanie ekspresji mimicznej**
 THE MECHANISM OF SELECTIVE ATTENTION, INDIVIDUAL MENTAL RESOURCES, AND FACIAL EXPRESSION PROCESSING
 The article considers facial expression recognition using stimuli written in verbal and visual code. Those two processes are considered in the context of the main aspects of attention: information selection and mental resources allocation. The created procedure based on the dual task paradigm allows observing the difference in reaction times, accuracy and errors made by the subject during the single and dual tasks. The results of the conducted study show that the cognitive load and the type of code of presented stimuli influence the processing of emotional communicates. Differences in reaction times, efficiency, and information processing strategies are observed during

categorization of different emotions. We also present empirical data concerning the functioning of attentional mechanisms and the ability of cognitive facial expression processing in high-level alexithymia subjects.

Key words: selective attention, alexithymia, mental resources, expression processing

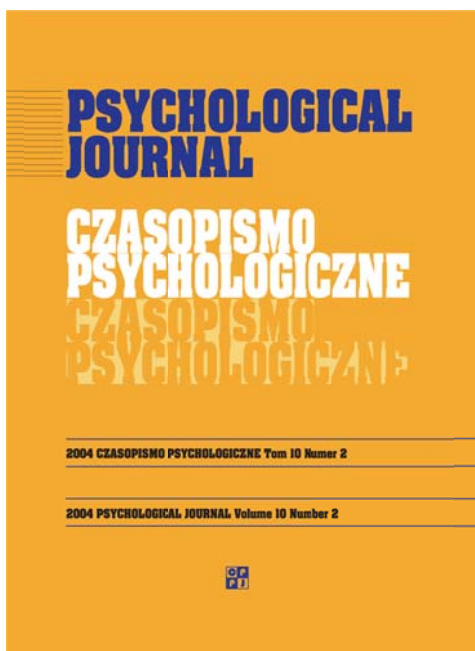
Magdalena Miokt, Akademia Bydgoska, Bydgoszcz

101-114 Teoria Psychologiczna analiza komunikacji interpersonalnej za pośrednictwem Internetu

THE PSYCHOLOGICAL ANALYSIS OF COMPUTER-MEDIATED COMMUNICATION

Over a very short time the phenomenon of Computer-Mediated Communication has become one of the leading ways of interpersonal communication. The existing psychological knowledge of the interpersonal communication process appeared not to be sufficient for describing and explaining that modern form of communication. A number of questions still need to be resolved. The article presents the review of classical psychological communication theories differentiated into two theoretical approaches - the pragmatic one and the interpretational one. The aim of the article is to analyze the course of CMC as well as its principles in the light of the two specified approaches. The paper points to some social aspects of CMC which still require the researchers to take them into consideration as new, interesting and almost completely unexplored research areas.

Key words: computer-mediated communication, psychological knowledge, interpersonal communication



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Maria Beisert, UAM

123-140 **Geneza kazirodztwa. Przegląd i klasyfikacja badań**

THE GENESIS OF INCEST. REVIEW AND CLASSIFICATION OF CONCEPTIONS

The goal of my paper on the problem of sexual pathology is seeking an answer to the question about the causes for which adult persons commit a sexual assault towards their own child. The article discusses the main conceptions explaining the genesis of incest and offers the author's way to classify them. Three models of incest explanation are presented: individual, social and integrated. Each of them emphasizes different causes, mechanisms, functions and the strategies of intervention. Since incest belongs to constant phenomena, reaching beyond temporal and spatial limits, creating a universal model explaining all aspects of the problems in question seems to be feasible.

Key words: incest, sexual pathology, sexual assault, mechanisms

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Krzyszyna Drat-Ruszczak, Szkoła Wyższa Psychologii Społecznej

Marta Palucha, Słuchaczka Studium doktoranckie w Instytucie Psychologii, Uniwersytet Gdański

141-154 **Preferowanie sprawności i ignorowanie moralności jako wyraz narcystycznej regulacji obrazu Ja**

PREFERENCE OF COMPETENCE AND IGNORING MORALITY AS NARCISSISTIC REGULATION OF SELF-CONCEPT

Three studies were conducted to test the hypothesis that behaviour of highly narcissistic people was characterised by emphasising competence and ignoring morality. Study 1 demonstrated that, alongside the increasing narcissism rating, the evaluation of one's own competence increased, whereas the importance of morality decreased. Study 2 showed that the highly narcissistic participants tended to cheat more than those participants whose narcissism was low if an experimental manipulation provided a temptation. The highly narcissistic participants, then, claimed to have solved more problems than the other participants, even though the problems were in fact impossible to solve. The high positivity of the highly narcissistic participants' self descriptions was independent of the experimental conditions or the traits' connotations. The low narcissistic participants, on the other hand, evaluated better their own traits in the „temptation” condition and, independently of conditions, assessed themselves more positively in relation to morality but less positively where competence or neutral traits were concerned. Study 3 focused on interpretation (involving competence and morality) and evaluation of one's own and others' behaviours. The results demonstrated that the higher one's narcissism, the higher the tendency to interpret one's own and others' behaviour as evidencing competence. The highly narcissistic participants also turned out to be much more lenient than the low narcissistic ones while assessing behaviours of the *sin* type, both from the actor's and observer's perspective. However, from the observer's perspective, they evaluated more strictly than the low narcissistic participants behaviours of the virtuous failure type. In sum then, the results evidence narcissistic people's preference for competence to morality, which manifests their willingness to dominate over others. The people tend to define and sustain the domination as an aspect of their competence rather than social morality. Thus, narcissistic people maintain the grandiose self-concept by being always effective and successful, though not necessarily honest.

Key words: morality, narcissism, self-concept

Andrzej Strzalecki, Szkoła Wyższa Psychologii Społecznej, Warszawa

155-162 **Wpływ reakcji psychologicznej na reprezentacje poznawcze przestrzeni geograficznej**

PSYCHOLOGICAL REACTANCE AND COGNITIVE REPRESENTATIONS OF GEOGRAPHICAL SPACE

The magnitude estimation method was used to verify the exponent invariance of the function describing the emotional involvement of a group of Polish stewardesses ($N=38$) and their subjective distance to 101 cities of the world. The results have not corroborated Gösta Ekman's inverse square root law as the plot of data was not explained by the power function with the exponent of $-.50$. Instead, the power function with positive exponent equal $.32$ was fitted to the data. It shows, contrary to the expectations, that a group of Polish stewardesses is under the influence of the psychological reactance – distant cities have special appeal in their cognitive representation of geographical space. It can be partly explained by the fact that the majority of Polish airline LOT itineraries cover rather European countries than world's

distances. The exponent of the psychophysical function describing the relation between the geographical distance and subjective distance was also checked (.62). This negatively accelerated trend points out that the subjective distance may shrink in the cognitive representation of stewardess as far as the geographical distance increases. The tentative explanation of the phenomenon may be due to the evolution's heuristic – "short distances are important for survival, longer ones are of minor importance". The article ends with a discussion of a generality of Ekman's law, questioned in other author's research, and with the possible applications of scaling methods to social and political sciences.

Key words: psychological reactance, cognitive representations, geographical space

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163-179 Wybrane przejawy poczucia jakości życia a strategie radzenia sobie osób z bólem przewlekłym

SELECTED SYMPTOMS OF THE FEELING OF QUALITY OF LIFE AND PEOPLE'S STRATEGIES FOR COPING WITH LASTING PAIN

The authors focus their interest on relations between strategies for coping with pain and symptoms of feeling the quality of life in people suffering from lasting pain. 52 patients of Pain Treating Outpatient Unit were examined as for their will to live (desire to live), feeling of happiness, periods of a definite feeling during the day and time devoted every day to different forms of activity (time for thinking, acting, unconcern). The obtained information yields a partial answer to the question about relations occurring between algological (persistence, intensity), psycho-algological (control, diminishing, hope for change) and temporal traits of lasting pain and the feeling of the quality of life in people depending on the manifested strategy of coping with lasting pain.

Key words: quality of life, lasting pain, coping strategies

Prochowicz Katarzyna, UJ

181-190 Wysycanie się znaczeń w rozpoznawaniu materiału niewerbalnego

SEMANTIC SATIATION IN NONLEXICAL STIMULI RECOGNITION

A temporary decrement in the strength of the meaning of a word after rapid repetition of that word has been called semantic satiation. Satiation is a general property of nodes in semantic network and so it would be expected that semantic satiation would be found for stimuli other than words. The objective of this research was to examine the occurrence of satiation for the nonlexical stimuli, and to identify the factors that facilitate decisions when a photo is meaningless. In semantic satiation condition, reaction times to a decision based on repeated photos were longer following 30 repetitions than following 3 repetitions, indicating that satiation had occurred. It was found that a relationship between photographs constitutes a significant factor influencing semantic satiation. The dimensions of valence and arousal also played an important role in semantic decisions when the meaning of photographs was lost.

Key words: semantic satiation, nonlexical recognition, decision facilitation

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191-192 Jak powstał projekt standardów nauczania

HOW THE EDUCATIONAL STANDARDS PROJECT WAS CREATED

As a consequence of Poland's access to the European Community on the one hand, and the dynamic development of social and biological sciences on the other, the modern professional training of psychologists requires consistent and successive introduction of new syllabus issues as well as modification of existent educational standards. In recognition of this fact, the Committee for Psychological Sciences of the Polish Academy of Sciences, decided to develop a new project of Educational Standards for psychological studies. Representatives of different Polish Departments of Psychology, as well as different fields of psychology, contributed to this project, which was unanimously accepted by the Committee for Psychological Sciences plenary session and thereby directed to the Ministry of National Education and Sport.

Key words: educational standards, project standards, standard creation

Janusz Reykowski, SWPS Warszawa

197-204 Studia psychologiczne w Europie. Analiza porównawcza wybranych przykładów

PSYCHOLOGICAL STUDIES IN EUROPE: AN ANALYSIS OF SELECTED EXAMPLES

Current reform of the psychological studies in Poland should take into consideration what is going on in this respect in Europe. Especially, we should take into account the requirements of the so called Bologna process, development of the European job market having in mind the expected growth in demand for psychological services, as well as the preparations under auspices of EFPA the conception of the European Psychologist Diploma. We should also have some orientations how psychological studies are organized in other European countries. In this article, I describe the psychological studies in three biggest European countries: in Germany, in France and in Great Britain focusing on four issues: how psychological profession is regulated, what is the system of the psychological training, what is the content of the basic training and advanced professional training. I also describe the initiative of the European Psychologist Diploma. The initiative assumes that psychological studies consists of three levels: bachelor, master and doctoral levels, that independent practice requires completion university studies lasting five years plus one year supervised practice, and that psychologists must be required to continue their education – renewal of the diploma should take place every 7 years.

Key words: psychological studies, Europe, psychologist diploma

Przygotowywana obecnie w Polsce reforma studiów psychologicznych musi uwzględniać to, co dzieje się w Europie w zakresie kształcenia psychologów. Trzeba tu mieć na uwadze wymogi tzw. „procesu bolońskiego”, powstawanie europejskiego rynku pracy i przewidywany znaczny wzrost zapotrzebowanie na usługi psychologów w krajach Europejskich oraz prace EFPA nad koncepcją Europejskiego Dyplomu Psychologa. Trzeba też wiedzieć, jak się ma nasz program kształcenia psychologów do programów realizowanych w innych krajach. W artykule mowa jest o nauczaniu psychologii w trzech największych krajach Unii: w Niemczech, Francji i Wielkiej Brytanii. Dotyczy on czterech zagadnień: sposobów uregulowania zawodu psychologa, systemu kształcenia, treści kształcenia podstawowego i treści kształcenia specjalistycznego. Przedstawia on także koncepcje Europejskiego Dyplomu Psychologa. Koncepcja tego dyplomu opiera się na założeniu, że studia mają charakter trzystopniowy: (licencjacki, magisterski i doktorski), że uprawnienia do samodzielnej praktyki uzyskuje się po odbyciu pięcioletnich studiów o charakterze uniwersyteckim oraz rocznego stażu pod nadzorem, że wymagane jest dalsze doskonalenie – dyplom miałby być odnawiany co 7 lat.

Jerzy Brzeziński, Instytut Psychologii, Uniwersytet im. Adama Mickiewicza

Dariusz Doliński, Instytut Psychologii PAN w Warszawie

Jan Strelau, Wydział Psychologii, Szkoła Wyższa Psychologii Społecznej w Warszawie

205-219 **Nowe spojrzenie na standardy kształcenia na pięcioletnich studiach psychologicznych. Założenia, doświadczenia, nowe wyzwania**
 FIVE-YEAR PSYCHOLOGICAL STUDIES: NEW APPROACH TO EDUCATIONAL STANDARDS. THE EXPERIENCE, THE PRINCIPLES, AND THE NEW CHALLENGE

In Poland, generations of psychologists receive their education during uniform 5-years' studies that culminate in a Master's degree. According to current legal regulations, psychological studies embrace not less than 2,500 – 2,600 teaching hours (standards by the University Accreditation Committee and the National Accreditation Committee); graduates receive Master of Psychology diplomas. For many years, the society of Polish psychologists have been trying to ensure the coherence between psychology studies in Poland and abroad – in Western Europe and the USA. This coherence refers both to the forms of education and to the educational programs for students. The authors of this article postulate to look at the educational standards from the standpoints of methodology, ethics, theory, and application. The article demonstrates that only by taking all these four perspectives into account a coherent and modern vision of psychology teaching can be achieved. Psychology graduates can be neither solely theoreticians, nor merely practitioners. What makes a psychologist is both thorough knowledge and solid skills to apply this knowledge into various walks of the social life, in respect of methodological and ethical demands. To change this vision into a standard is the very challenge for those responsible for teaching psychologists.

Key words: psychological studies, educational standards, challenges

Kształcenie psychologów w Polsce odbywa się na jednolitych, pięcioletnich studiach magisterskich. Zgodnie z obowiązującymi przepisami, studia te obejmują nie mniej niż 2500 – 2600 godzin (standardy Uczelnianej Komisji Akredytacyjnej i Państwowej Komisji Akredytacyjnej) i kończą się otrzymaniem przez absolwenta dyplomu magistra psychologii. Środowisko polskich psychologów akademickich od lat dba i zabiega o to, by kształcenie psychologów w naszym kraju miało charakter spójny z tym, co ma miejsce w USA i Zachodniej Europie. Spójność ta dotyczy tak form kształcenia, jak i treści programowych, obowiązujących studentów. Autorzy zawarli w artykule postulat spojrzenia na standardy kształcenia z czterech perspektyw: metodologicznej, etycznej, teoretycznej i aplikacyjnej. Dowodzą w artykule, że tylko łączne ich uwzględnienie pozwala na opracowanie spójnej i nowoczesnej wizji kształcenia psychologów. Absolwent psychologii nie może być tylko praktykiem ani tylko teoretykiem. Musi posiadać rzetelną wiedzę i umiejętności stosowania jej w różnych dziedzinach życia społecznego zgodnie z rygorami metodologicznymi i etycznymi. Stanowi to ogromne wyzwanie dla tych, którzy psychologii uczą.

Małgorzata Toeplitz-Winiewska, Wydział Psychologii, Szkoła Wyższa Psychologii Społecznej w Warszawie, Polskie Towarzystwo Psychologiczne

221-226 **Kształcenie w kontekście przygotowania do wykonywania zawodu psychologa – kogo i dla kogo kształcimy?**
 EDUCATING THE PROFESSIONAL PSYCHOLOGIST: WHOM AND FOR WHOM ARE WE TRAINING?

This article outlines the job description of the psychologist from the point of view of social expectations. The author has conducted an analysis of legal acts and regulations stipulating that compulsory psychological examination is one of the conditions for making decisions concerning granting or withholding authorisation or further legal proceedings for specific groups of people. The job description is confronted with the education offered by higher education establishments. This comparison allowed the author to point out the areas of knowledge and competencies on which academic education should put special emphasis because of their significance for future psychological practice.

Key words: professional psychologist, education, job description