

Personality and Individual Differences

Code: 102578
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	FB	1	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Lorena Chanes Puiggros
Email: Lorena.Chanes@uab.cat

Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: Yes

Other comments on languages

Theory classes: groups 1 and 2 in Spanish, some lessons of group 5 in English. Ev3/Ev4 may be handed in Catalan, Spanish or English. To request Ev1/Ev2 in Spanish: need to follow indications that will be published on the virtual campus

Teachers

Montserrat Gomà Freixanet
Ana Barajas Velez
Elisabet Casellas Pujol
Gloria Marsellach Umbert
Lorena Chanes Puiggros
Elvira Reche Camba
Eva Prats Varela

Prerequisites

There are no prerequisites specifically established for this course, but it is highly recommended to take it simultaneously with the rest of courses that make up the first semester of the first year, especially History of Psychology and Fundamentals of Psychobiology I.

Objectives and Contextualisation

At the end of this course, the student must have achieved the following objectives:

GENERAL OBJECTIVES:

- 1) Know the different perspectives that co-exist within the psychology of personality.
- 2) Identify the complementary and differential aspects of the different perspectives of the psychology of personality.

SPECIFIC OBJECTIVES:

- 1) Distinguish between the different perspectives of personality.
- 2) Relate the different authors with their corresponding theories.
- 3) Associate theory, evaluation and treatment for each perspective.
- 4) Understand the historical development of perspectives.
- 5) Assess the quality of the different perspectives.

Competences

- Analyse scientific texts written in English.
- Distinguish and relate the different focuses and theoretical traditions that have contributed to the historical development of psychology as well as its influence on the production of knowledge and professional practice.
- Evaluate, contrast and take decision on the choice of adequate methods and instruments for each situation and evaluation context.
- Recognise the diversity of human behaviour and the nature of differences in it in terms of normality abnormality and pathology.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.

Learning Outcomes

1. Analyse scientific texts written in English.
2. Classify the main theoretical models that explain individual differences and personality.
3. Evaluate different personality types.
4. Identify and relate the personality traits of individuals.
5. Identify assessment instruments in personality psychology.
6. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.

Content

Definition, field of study and methods of investigation in the study of personality.

- 1) Introduction to the study of personality.
- 2) Methods for the study of personality.
- 3) Introduction to the assessment of personality.
Theories and models in the psychology of personality.
- 4) Introduction to the main perspectives in the psychology of personality.
- 5) Dispositional perspective. Lexical approach.
- 6) Dispositional perspective. Theoretical approach.
- 7) Biological perspective.
- 8) Applied fields of the psychology of personality and individual differences.

Methodology

TEACHING METHODOLOGY:

Lectures

Description and application of personality assessment tests

Discussion and tutorials

FORMATIVE ACTIVITIES:

Analysis of personality assessment tools and techniques

Application of personality assessment techniques

Case studies

Group discussions

Scientific readings

N.B. The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on face-to-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the different directed and assessment activities are to be carried out on site or online, as instructed by the Faculty

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	27	1.08	2
Practical sessions	6	0.24	1, 3, 2, 4
Seminars (small groups)	18	0.72	3, 5, 4
Type: Supervised			
Tutorials	7.5	0.3	
Type: Autonomous			
Article readings	6.5	0.26	1
Autonomous study	82	3.28	

Assessment

Assessment will consist of the following:

Evidence 1: Written test BLOCK A (40%). First assessment period.

Evidence 2: Written test + competence T01: reading and comprehension of a scientific article in English (40%).
Second assessment period.

Evidence 3: Seminars report (15%). To be handed in December.

Evidence 4: Peer-review (5%). In-class activity during the last discussion seminar (last practical session).

Resit: Evidence 1 and/or Evidence 2

· The course will be considered passed when the weighted average of the continuous assessment (EV1+EV2+EV3+EV4) is 5.00 or higher

· Students that have handed in at least one learning evidence with a weight equal to 4 points (40%) will be eligible for assessment. This means having handed in the EV1 or the EV2

· Students that have not handed any of the two main evidences (nor EV1 neither EV2) will be considered non-eligible for assessment.

· Resit: Students will be eligible for resit if they have handed in evidence with a weighting equal to or above 2/3 of the total grade (that is, having handed in both EV1 and EV2) and have obtained a grade below 5.00 but equal to or above 3.50.

o EV1, EV2: Reassessment of the block or blocks failed.

o EV3, EV4: Non-reassessable

The grade of the reassessed evidence/s (resit) will replace the grade originally obtained and the weighted average will be recalculated the same way as that for the continuous assessment.

Those students having obtained the highest weighted average grades of the continuous assessment (EV1+EV2+EV3+EV4), with a minimum of 9.00, will receive honorary enrollment. If the number of honorary

enrollment awarded under this criterion does not exceed the maximum, those students having obtained a grade between 8.00 and 8.99 who wish will be offered the possibility to opt for honor enrollment by doing a brief oral exam.

Weight

Evidence code	Description	Weight	Format	Authorship	Mode
EV1	Written test about the contents of Block A	40%	Written	Individual	In-class
EV2	Written test about the contents of Block B	40%	Written	Individual	In-class
EV3	Seminars report	15%	Written	Collective	In-class
EV4	Peer-review	5%	Written	Collective	In-class

No unique final synthesis test for students who enroll for the second time or more is anticipated.

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EVIDENCE 1	40%	1.5	0.06	3, 2, 5, 4
EVIDENCE 2	40%	1.5	0.06	1, 3, 2, 5, 4
EVIDENCE 3	15%	0	0	3, 5, 4, 6
EVIDENCE 4	5%	0	0	3, 5, 4

Bibliography

Manual of reference:

Carver, C.S. & Scheier, M.F. (2016). *Perspectives on personality*. New York: Pearson.

Other manuals:

Larsen, R. J. & Buss, D. M. (2017). *Personality psychology*. New York: McGraw-Hill.

Zuckerman, M. (2005). *Psychobiology of personality*. Cambridge: Cambridge University Press.

Pueyo, A. A. (1996). *Manual de psicología diferencial*. Madrid: McGraw-Hill.

Ávia, M.D. y Sánchez-Bernardos, M.L. (1995). *Personalidad: Aspectos cognitivos y sociales*. Madrid: Pirámide.

Bermúdez, J., Pérez-García, A. y Sanjuán, P. (2003). *Psicología de la personalidad: teoría e investigación*.

Madrid: UNED.

Brody, N. y Ehrlichman, H. (2000). *Personality psychology: Science of individuality*. New York: Pearson.

Cooper, C. (2002). *Individual Differences*. London: Arnold

Eysenck, H.J. (2017). *The biological basis of personality*. New York: Routledge.

Eysenck, H.J. y Eysenck, M. W. (1985). *Personality and individual differences*. New York: Plenum Press.

Fierro, A. (1996). *Manual de psicología de la personalidad*. Barcelona : Paidós.

Funder, D.C. (1997). *The personality puzzle*. New York: W.W. Norton & Company.

Liebert, R. y Langenbach, L. (1998). *Personality*. Belmont: Thomson Brooks/Cole Publishing Co

Matthews, G; Deary, I.J. & Whiteman, M. C. (2003). *Personality traits*. Cambridge: Cambridge University Press.

Pelechano, V. (1996). *Psicología de la personalidad*. Barcelona: Ariel.

Pervin, L.A. (2003). *The science of personality*. New York: Oxford University Press.

Phares, E.J. (1991). *Introduction to personality*. New York: HarperCollins Publishers.

Schultz, D. P. y Schultz, S. P. (2002). *Theories of personality*. Belmont: Wadsworth.

Zuckerman, M. (2005). *Psychobiology of personality*. Cambridge: Cambridge University Press.

Software

-