

Personality and Individual Differences

Code: 102578
ECTS Credits: 6

2025/2026

Degree	Type	Year
Psychology	FB	1

Contact

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Teachers

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Teaching groups languages

You can view this information at the [end](#) of this document.

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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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 a situation and identify its points for improvement.
2. Analyse scientific texts written in English.
3. Classify the main theoretical models that explain individual differences and personality.
4. Evaluate different personality types.
5. Identify and relate the personality traits of individuals.
6. Identify assessment instruments in personality psychology.
7. Identify situations in which a change or improvement is needed.
8. 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) Introduction to 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) Personality and health.
- 9) Integration of different theories.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	27	1.08	3
Practical sessions	6	0.24	2, 4, 3, 5
Seminars (small groups)	18	0.72	4, 6, 5

Type: Supervised

Tutorials	7.5	0.3	
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Article readings	6.5	0.26	2
Autonomous study	82	3.28	

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

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EVIDENCE 1: Written test about the contents of Block A, written, individual, in-class first assessment period	40%	1.5	0.06	4, 3, 6, 5
EVIDENCE 2: Written test about the contents of Block B + competence T01 (reading and comprehension of a scientific article in English), written, individual, in-class second assessment period	40%	1.5	0.06	2, 4, 3, 6, 5
EVIDENCE 3: Seminars report, written, collective, To be handed in-class December	15%	0	0	4, 6, 5, 8
EVIDENCE 4: Peer-review, written, collective, in-class during last practical session	5%	0	0	1, 4, 6, 5, 7

Continuous assessment (CA) will consist of the following:

Evidence 1: Written test BLOCK A

Evidence 2: Written test BLOCK B + competence T01: reading and comprehension of a scientific article in English

Evidence 3: Seminars report

Evidence 4: Peer-review, in-class activity

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.

Single Assessment (SA) will consist of the following:

Evidence 1: Written test BLOCK A (40%)

Evidence 2: Written test BLOCK B + competence T01: reading and comprehension of a scientific article in English (40%)

Evidence 3: Seminars report (15%)

Evidence 4: Peer-review (5%)

Duration: 5 hours. To be done during the second assessment period.

Resit: Same as for CA.

THE SINGLE ASSESSMENT IS REQUESTED ONLINE (E-FORM) IN THE SPECIFIC PERIOD (more information on the Faculty website)

Schedule of the return:

Evidence 1: Return of the results of the evidence will be made both in the theory session after the evidence date and with tutoring (QD2, weeks 9-10).

Evidence 2: Return with tutoring (QD2, week 20).

Evidence 3 and 4: Activities linked to the seminars. Return with tutoring and rubric (QD2, week 20).

Use of Artificial Intelligence (AI) for the preparation of Ev3 and Ev4 assignments: The use of Artificial Intelligence (AI) technologies is permitted exclusively for support tasks, such as information searches, adaptation, and proofreading, as long as the reason for their use is explained. Therefore, it will be mandatory to clearly identify which sections were generated with this technology, specify the tools used, and include a critical reflection on how these issues influenced the process and the final outcome of the activity. Lack of transparency in the use of AI in assessable evidence will be considered a breach of academic honesty and may result in a partial or total penalty in the activity grade, or greater sanctions in serious cases.

THE DELIVERY OF THE TRANSLATION OF THE IN-PRESENTIAL EVALUATION TESTS WILL BE CARRIED OUT IF THE REQUIREMENTS ESTABLISHED IN ARTICLE 263 ARE COMPLIED WITH AND YOUR REQUEST IS MADE IN WEEK 4 ONLINE (E-FORM) (more information on the Faculty website).

A SUMMARY TEST IS NOT CONSIDERED.

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

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.

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

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

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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

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	11	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	12	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	21	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	22	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	31	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	32	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	41	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	42	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	51	Spanish	first semester	morning-mixed
(PAUL) Classroom practices	52	Spanish	first semester	morning-mixed

(SEM) Seminars	111	Catalan	first semester	morning-mixed
(SEM) Seminars	112	Catalan	first semester	morning-mixed
(SEM) Seminars	113	Catalan	first semester	morning-mixed
(SEM) Seminars	114	Catalan	first semester	morning-mixed
(SEM) Seminars	211	Catalan	first semester	morning-mixed
(SEM) Seminars	212	Catalan	first semester	morning-mixed
(SEM) Seminars	213	Catalan	first semester	morning-mixed
(SEM) Seminars	214	Catalan	first semester	morning-mixed
(SEM) Seminars	311	Catalan	first semester	morning-mixed
(SEM) Seminars	312	Catalan	first semester	morning-mixed
(SEM) Seminars	313	Catalan	first semester	morning-mixed
(SEM) Seminars	314	Catalan	first semester	morning-mixed
(SEM) Seminars	411	Catalan	first semester	morning-mixed
(SEM) Seminars	412	Catalan	first semester	morning-mixed
(SEM) Seminars	413	Catalan	first semester	morning-mixed
(SEM) Seminars	414	Catalan	first semester	morning-mixed
(SEM) Seminars	511	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	512	Catalan/Spanish	first semester	morning-mixed
(SEM) Seminars	513	Spanish	first semester	morning-mixed
(TE) Theory	1	Catalan	first semester	morning-mixed
(TE) Theory	3	Catalan	first semester	morning-mixed
(TE) Theory	5	Spanish	first semester	morning-mixed