

**COURSE DATA****Data Subject**

Code	33308
Name	Personality and individual differences
Cycle	Grade
ECTS Credits	12.0
Academic year	2019 - 2020

Study (s)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Faculty of Psychology and Speech Therapy	2	Annual

Subject-matter

Degree	Subject-matter	Character
1319 - Degree in Psychology	9 - Personality and individual differences	Obligatory

Coordination

Name	Department
ANDREU VAILLO, YOLANDA	295 - Personality, Evaluation and Psychological Treatment

SUMMARY

This course aims that students acquire the basic conceptual and methodological tools that are necessary for the understanding and appreciation of the personality and its relevance to individual and social behavior.

The course offers a comprehensive and coherent picture of the historical, conceptual and methodological aspects specific to Psychology of Personality and Individual Differences, integrating classical theoretical approaches and current research developments in this discipline, as well as possible fields of application of this knowledge.

This is a core subject closely related to Psychological Assessment and it is essential for the further acquisition of knowledge on subjects such as: Psychopathology, Intervention and Psychological Treatment, Health Psychology, Clinical Psychology, Clinical Child Psychology, Psychology of Addictions, Personality and Antisocial Behavior, Psychology of Delinquency, Psychology of Social and Community Intervention.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

To have passed all subjects of the first year of Psychology Degree is recommended.

OUTCOMES

1319 - Degree in Psychology

- Know the history of Psychology of Personality so that students can distinguish between the scientific and non-scientific approaches to its study.
- Understand the basic conceptual language of Psychology of Personality so that students learn the meaning of individual differences.
- Learn to interpret and use the different research methods in personality and individual differences.
- Know how to recognize, differentiate and relate the main theoretical perspectives and research programs of Psychology of Personality.
- Know the methodological difficulties involved in the assessment of personality so that the students learn to deal with the problems of stability and change of personality.
- Know, describe and identify the main structural and/or procedural variables of personality.
- Be able to identify the different cognitive abilities (aptitudes) and the underlying cognitive processes.
- Identify the main temperamental, socio-attitudinal and motivational dimensions of personality: know their field of reference, understand their dynamics and know how to handle the main research outcomes.
- Understand the role of culture and gender relations in the explanation of individual and group performance.

LEARNING OUTCOMES

The students have to be able to:

Identify different theoretical approaches in personality and individual differences from the concepts and processes described

Identify the implied methodological difficulties in assessing personality and its dimensions



Identify, evaluate and interpret data from different dimensions of personality

Identify adaptive and maladaptive behavior patterns from the paradigm of individual differences

DESCRIPTION OF CONTENTS

1. History of Psychology of Personality and Individual Differences.

Historical approaches in Personality and individual differences. The pre-scientific era. The constitution of Personality Psychology. Expansion of Personality Psychology. Crisis, survival and refounding.

2. Theoretical approaches and conceptual aspects of Personality and Individual Differences.

Personality and related concepts. Main meanings of person and personality in Psychology. Differences in terminology and approaches for the study of personality and individual differences. The definition of personality psychology.

3. Research on personality and individual differences: methodological aspects.

The research in psychology of personality and individual differences: basic and methodological aspects. Sources of information about personality: L, Q and T data, narratives and personal documents.

4. The controversy about stability, consistency and personality change.

Consistency and Stability as basic components of personality concept: relevant approaches. The paradox of consistency and proposed solutions. Stability in personality psychology. A proposal of a typology of stabilities. Parameters that modulate the consistency and stability of personality.

5. Cognitive dimensions

Conceptual approaches to the study of intelligence: individual differences. Cognitive styles. Socio-cognitive approach: expectations, attributional styles.

6. Temperamental dimensions.

Extraversion. Neuroticism. Sensation seeking. Impulsivity. Other dimensions.



7. Socio-attitudinal and motivational dimensions.

Social and attitudinal dimensions. Basic needs and social motives. Contemporary study of motives. Goals.

8. Beliefs and values.

Beliefs and values. Conceptualization of beliefs and values. Traditional study of values. Value models. Value systems. Cultural values.

9. The self as integration of all dimensions and / or processes of personality.

Historical perspective. Concept and structure. Cognitive, emotional and behavioral components of the self. Dimensions and processes of the self. Integrative models.

10. The relevance of culture in the study of individual differences.

Concept of culture. Personality and culture: models. Models in Transcultural Psychology. Transcultural research and personality. Acculturation models.

11. The relevance of gender in the study of individual differences. Acquisition and identity of gender

Important milestones in the history of the gender. Sociobiological perspective and social construction of gender. Biases in gender research. Models of gender identity.

12. The conceptualization of abnormal and / or maladaptive behavior from the paradigm of individual differences.

Perspectives in the study of stress in Psychology: Stress and coping. Personality disorders from the perspective of individual differences. Antisocial behavior and psychopathy.



WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	120,00	100
Development of individual work	10,00	0
Preparing lectures	90,00	0
Preparation of practical classes and problem	50,00	0
TOTAL	270,00	

TEACHING METHODOLOGY

Teaching is offered through theoretical and practical lectures. The theoretical lectures allow the introduction and development of the theoretical content of each topic. Practical lectures, through the illustration of contents, facilitate student learning by allowing a more dynamic and close relationship with them.

It is also relevant, however, the attendance to seminars or developing other complementary tasks proposed by the teacher, as the elaboration of individual or group essays. These activities encourage the autonomous or in-group work, but also, and in a relevant way, the acquisition of skills regarding presentation and drafting essays.

Moreover, through tutorials the teacher guides and monitors the students in the development of complementary activities, in particular, and solves their doubts or difficulties related to the subject in general. In short, through mentoring, that facilitates a closer and direct relationship, the teacher guides the students in building their knowledge.

EVALUATION

ASSESSMENT SYSTEMS

SE1.- Objective test for assessment of theory and practical contents.

SE2.- Written and/or oral presentation of reports, individual or group projects.

WEIGHTING

- Assessment of theory and practical contents through written tests (80%).
- Written and/or oral presentation of reports, individual or group projects, in form and date (or dates) indicated by their professor (20%).
- Maximum grade in the course (10) does not guarantee qualification honors. To achieve this, students must do a written exam with their teacher.



MINIMUM REQUIREMENTS

In order to pass the subject, it is compulsory to obtain a minimum score of 4 (scale 0-8 points) in the exam and to get an overall score of 5 out of 10 in the sum of the exams' qualification and the score obtained through continuous assessment (practical activities, reports, group work, oral presentations, etc.). Obviously, the lower the score in the continuous assessment, the higher the minimum score needed in the exam (5 out of 8, when the score in the continuous assessment is 0).

Assessment of theoretical and practical contents through exams (80% of final grade, recoverable). On the date established by the faculty, there will be a partial eliminatory examination (of the contents corresponding to the first term of the subject). This exam will represent 50% of the final grade of the exam side of the subject (which will be considered passed if a minimum score of 4 out of 8 is reached, in each of the partials of the subject).

On the dates of two official exams established by the Faculty of Psychology (the January exam is not official and, therefore, its realization by the professor is not obligatory), those students who have passed a partial of the subject may only take the exam of the other partial (which will contribute 50% of the final grade of the contents assessed by exams, providing a minimum score of 4 out of 8). The final grade in the contents assessed by exams will be the average of the marks obtained in both partials.

Assessment through continuous activities (20% of the final grade, not recoverable). Continuous assessment through activities involves the handling of data produced during classes, correction-discussion within the group, group work and/or oral presentation, etc. It allows obtaining up to a maximum of 2 points, which will be added to the score obtained in the exam, provided that the minimum score indicated above has been reached.

ADVANCE OF CALL

In case of availing of the current regulations regarding the advancement of the call, the evaluation will consist of an exam of the theoretical and practical content of the subject (this exam will represent 80% of the final grade) and, if applicable, the performance of a report, whose specific content and way of presentation will be determined by the professors.

WARNING

Evidence of copying or plagiarism in any of the assessable tasks will result in failure to pass the subject and in appropriate disciplinary action being taken.

Please note that, in accordance with article 13. d) of the Statute of the University Student (RD 1791/2010, of 30 December), it is the duty of students to refrain from using or participating in dishonest means in assessment tests, assignments or university official documents.



During tutorials, lecturers may require individual or group interviews in order to verify the degree of participation and achievement of goals for any given task. Failure to accept the verification will result in such task or activity being failed.

GRADING SCHEME

The qualification of the subject will abide to what is stipulated in the *Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster* (ACGUV 108/2017 of May 30, 2017).

http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf

According to this, it is specified in numerical expression from 0 to 10 with a decimal, using the following scale of qualification:

- From 0 to 4.9: failed
- From 5 to 6.9: approved
- From 7 to 8.9: remarkable
- From 9 to 10: excellent or excellent with honor

The two sections of the assessment system of the subject (exam and continuous activities) will be added only when the minimum requirement established for the exam is obtained.

Both in first and second official call, the grade obtained in accordance with the following rules will be included in the expedient of the subject:

- If there is no qualification in the assessment section with greater weighting (the exam), the qualification will be NOT PRESENTED, regardless of the other assessment section (continuous activities)
- If there is a qualification in the assessment section with the highest weighting (the exam) but it does not achieve the minimum requirements, FAILED and the numerical note based on a scale of 0-10 of this section will be recorded.
- If there is a qualification in the assessment section with the highest weighting (the exam), and it gets the minimum requirements established, but the score of 5 is not achieved when the score obtained in the other assessment section (continuous activities) is added, FAILED and a numerical note based on the scale of 0-10 for the assessment section where the subject is not passed, will be recorded.
- If there is a qualification in the assessment section with the highest weighting (the exam), and it gets the minimum requirements established, and the score of 5 is reached or exceeded, adding the score obtained in the rest of assessment activities, the numerical note in base 10 and the corresponding qualification of APPROVED, REMARKABLE OR EXCELLENT will be computed



In order to challenge the allotted qualification the provisions of the *Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster* (ACGUV 108/2017 of May 30, 2017).

http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf will rule.

REFERENCES

Basic

- Andrés-Pueyo, A. (1997): Manual de psicología diferencial. Madrid: McGraw Hill.
- Bermúdez, J., Pérez-García, A. M., Ruiz Caballero, J. A., Sanjuán, P. y Rueda, B. (2011). Psicología de la Personalidad. Madrid: UNED.
- Brody, N. & Ehrlichman, H. (1998). Personality Psychology: Science of Individuality. New York, Pearson. Traducción al castellano, Brody, N. y Ehrlichman, H. (2000). Psicología de la Personalidad. Madrid: Prentice Hall Iberia.
- Fierro, A. (Dir.)(1996): Manual de psicología de la personalidad. Barcelona: Paidós.
- Hernández López, J. M. (2000). La Personalidad. Elementos para su estudio. Madrid: Biblioteca Nueva.
- Hyde, J.Sh. (1995). Psicología de la mujer: La otra mitad de la experiencia humana. Madrid: Morata.
- Moreno, B. (2007). Psicología de la personalidad. Procesos. Madrid: Thompson.
- Pelechano, V. (1996). Psicología de la Personalidad. I. Teorías. Barcelona: Editorial Ariel.
- Pelechano, V. (2000). Psicología sistemática de la personalidad. Barcelona. Ariel.
- Pervin, L.A. (2003) The Science of Personality (second edition). New York, Oxford University Press. Traducción española, Pervin, L.A. (1998). La ciencia de la personalidad (primera edición). Madrid: McGraw-Hill/Interamericana.
- Sánchez-Elvira, A. (2003) Introducción al estudio de las diferencias individuales. Madrid: Sanz y Torres.



Additional

- Apuntes elaborados por los profesores de la asignatura
- Avia, M.D. y M.L. Sánchez-Bernardos, M.L. (Comps.)(1995): Personalidad: aspectos cognitivos y sociales. Madrid: Pirámide.
- Bermúdez, J., Pérez, A.M. y Sanjuan, P. (2003): Psicología de la personalidad: teoría e investigación. Madrid: UNED.
- Carver, C.S. & Scheier, M.F. (1988): Perspectives on Personality. New York: Pearson. Traducción española, Carver, C.S. y Scheier, M.F. (1997): Teorías de la Personalidad. México: Prentice-Hall.
- Funder, D.C. (2010): The Personality Puzzle. New York, Norton & Company.
- Hampson, S.E. (1986). La construcción de la personalidad. Una introducción. Barcelona: Paidós.
- Ibáñez, E. y Pelechano, V. (Eds.)(1989): Personalidad. Madrid: Alhambra.
- Millon, T. (1998): Trastornos de la personalidad. Más allá del DSM-IV. Barcelona: Masson.
- Morrison, V. y Bennett, P. (2007). Psicología de la salud. Madrid: Pearson.
- Sánchez-Cánovas, J. y Sánchez López, P. (1999): Psicología de la Diversidad Humana. Madrid: Editorial Centro de Estudios Ramón Areces, S.A.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1. CONTENIDOS

Se mantienen los contenidos inicialmente recogidos en la guía docente tanto respecto a la parte teórica como a las actividades prácticas que la ilustran.

2. VOLUMEN DE TRABAJO Y PLANIFICACIÓN TEMPORAL DE LA DOCENCIA



La guía docente preveía 120 horas de clases teórico-prácticas en el aula, de la cuales se había impartido el 75% antes del inicio de la docencia no presencial. Para el 25% restante se ha procedido a facilitar al alumnado para cada tema y a través del aula virtual (en situaciones técnicas o personales excepcionales, a través de un medio diferente) una presentación en PPT, PDF o formato similar explicativa del contenido del tema.

Se mantiene la planificación temporal docente tanto en días como en horario.

No obstante, se han ampliado los plazos de entrega de las actividades complementarias a fin de facilitar el cumplimiento de las mismas por parte del alumnado.

3. METODOLOGÍA DOCENTE

Con el fin de seguir las recomendaciones de la Universidad de no saturar la red, la teoría se fundamenta en el trabajo autónomo del alumnado con la supervisión del profesor. Así, el procedimiento concreto es: subida al aula virtual para cada tema de una presentación en power point, PDF o formato similar explicativo del mismo con comentarios y/o materiales adicionales para facilitar el trabajo autónomo del alumnado.

Las tutorías se realizan durante el horario habitual de clase para garantizar la total compatibilidad con actividades del resto de asignaturas y siguiendo un doble formato. Para aquellas dudas cuya contestación sea rápida, el medio preferente es el email. Para aquellas dudas de contenido más extenso y/o planteadas por un grupo de estudiantes, procede la realización de una videoconferencia con blackboard collaborative preferentemente (o bien con otros medios como Skype, Google meetings, etc. si fuera necesario), previa solicitud por email al profesor o la profesora.

En situaciones excepcionales, ya sean técnicas o personales, el profesorado podrá facilitar el material de apoyo al alumnado por otro medio distinto al aula virtual.

4. EVALUACIÓN

Se mantienen los mínimos para superar la asignatura, así como el peso de los dos sistemas de evaluación seguidos en la asignatura:

- SE1.- Prueba objetiva para la valoración de los contenidos teóricos y prácticos (80%).
- SE2.- Presentación oral y/o escrita de informes, trabajos individuales o en grupo (20%).

El SE1 consistirá en un examen tipo test con 3 alternativas de respuesta (utilizando la herramienta "Qüestionari" del aula virtual).



Si el día/hora de examen algún estudiante tuviera dificultades (limitaciones en disposición de equipamiento, fallos de conexión...) deberá escribir a su docente un correo usando la cuenta @alumni.uv.es, identificándose y describiendo las dificultades, a fin de que se le comunique una convocatoria alternativa para proceder a la realización de un examen oral. Así mismo, el profesorado indicará con qué herramienta (vía Blackboard Collaborative o Microsoft Teams) se realizaría la conexión, la cual se podrá establecer también mediante telefonía usando herramientas de videoconferencia.

El SE2 consistirá en la subida al Aula Virtual de la presentación oral y/o escrita de informes, trabajos individuales o en grupo. Las instrucciones concretas respecto al procedimiento, formato a seguir y fechas de entrega se especifican en el aula virtual de cada grupo.

Se modifica el procedimiento para la obtención de la calificación de Matrícula de Honor, eliminándose la necesidad de realizar un examen de desarrollo. Será el profesorado en cada grupo el que asigne dicha calificación en función de las notas obtenidas por el alumnado en SE1 y SE2.

Dos consideraciones finales:

1. El profesorado podrá requerir entrevistas individuales o en pequeño grupo mediante videoconferencia para verificar el grado de participación y la consecución de los objetivos que se persigan en cualquier tarea desarrollada. Declinar esta verificación por parte del estudiante o la estudiante supondrá no superar la tarea/actividad en cuestión.
2. El profesorado usará los sistemas de detección de plagios contratados por la UV en las evidencias de evaluación. La "copia" manifiesta de cualquier prueba, tarea, actividad o informe, ya sea individual o grupal, que sirva a efectos de evaluación en la asignatura, imposibilitará superar la asignatura.

5. BIBLIOGRAFÍA

Se mantienen las lecturas recomendadas al comienzo de la asignatura en septiembre de 2019, aunque complementadas por material elaborado por el profesorado y que se sube al aula virtual.