

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

Code	33308
Name	Personality and individual differences
Cycle	Grade
ECTS Credits	12.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. Period	year
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
GIL JULIA, BEATRIZ	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

Students should have good English language skills and should have passed all subjects of the first year of Psychology Degree.

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
Preparation of evaluation activities	100,00	0
Preparing lectures	70,00	0
TOTAL	300,00	

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 given that the strategy used in these sessions is small group work.

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, which facilitates a closer and direct relationship, the teacher guides the students in building their knowledge.

The use of mobile devices, tablets and laptops will be at the disposal of the teaching methodology proposed by each teacher.

EVALUATION**ASSESSMENT SYSTEMS**

AS1.- Objective test (exam) for assessment of theory and practical contents (80%).

AS2.- Written and/or oral presentation of reports, individual or group projects (20%).

WEIGHTING

- Assessment of theory and practical contents through written tests (exam) (80%).
- Written and/or oral presentation of reports, individual or group projects, in form and date (or dates) indicated by their professor (20%).
- Obtaining the highest grade in this subject (10) does not guarantee the qualification of Outstanding With Honours (MH). In order to obtain MH, an additional test may be required, but only for those student have obtained a grade of outstanding (9).

**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.). Therefore, the lower the score in the continuous evaluation, the higher the minimum score required in the exam in order to pass the course (5 out of 8, in case the score in the continuous evaluation 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 midyear eliminatory exam 1, based on the contents corresponding to the first semester, and exam 2, based on the contents of the second semester. The exams will consist of an objective test that will represent 50% of the final grade of the theoretical and practical contents of the course. To pass the exams a minimum score of 4 out of 8 is required, in each one of them.

On the dates of two official examination period 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 midyear exam may only take the exam 2 (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 exams.

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.

The grades of those activities that are not recoverable will be kept in the second examinatio period.

ADJUSTMENTS OF EXAMINATION PERIOD

With regard to the possibility that a student may request to take the exam before the official examination period, according to the current normative, the assessment will consist of an exam about the theoretical and practical knowledge (this exam will represent 80% of the final grade) and a final report (which will represent a 20% of the final grade), which 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.

In the event of fraudulent practices, the Action Protocol for fraudulent practices at the University of Valencia will be applied (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>



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 SYSTEM

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: pass
- From 7 to 8.9: merit
- 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 examinatio period, the grade obtained in accordance with the following rules will be included in the examination report 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 **PASS, MERIT 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

**REFERENCES****Basic**

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- Brody, Nathan & Ehrlichman, Howard (1998). Personality Psychology: Science of Individuality. New York, Pearson. Traducción castellano, Brody, N. y Ehrlichman, H. (2000). Psicología de la Personalidad. Prentice Hall Iberia.
- Cloninger, Susan C. (2003). Teorías de la personalidad. Pearson educación.
- Engler, Barbara (1996). Introducción a las teorías de la personalidad. McGraw-Hill.
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- Larsen, R. & Buss, D. M. (2022). Psicología de la personalidad. McGraw-Hill. Última edición en inglés: Larsen, R. & Buss, D. M. (2023). Personality Psychology: Domains of Knowledge About Human Nature. McGraw-Hill.
- Moreno, Bernardo (2007). Psicología de la personalidad. Procesos. Thompson.
- Pelechano, Vicente (2000). Psicología sistemática de la personalidad. Ariel.
- Pervin, Lawrence A. (2003). The Science of Personality (second edition). Oxford University Press. Traducción española, Pervin, L.A. (1998). La ciencia de la personalidad (primera edición). McGraw-Hill/Interamericana.
- Sánchez-Elvira, Á. (2003). Introducción al estudio de las diferencias individuales. Sanz y Torres.

Additional

- Apuntes elaborados por el profesorado de la asignatura/ Anotacions elaborades pel professorat de l'assignatura / Notes elaborated by the teaching staff of the course
- Avia, María Dolores y Sánchez-Bernardos, María Luisa (Comps.)(1995). Personalidad: aspectos cognitivos y sociales. Pirámide.
- Barberá, Ester y Martínez Benlloch, Isabel (2004). Psicología y género. Pearson, Prentice-Hall.
- Bermúdez, José, Pérez, Ana María y Sanjuan, Pilar (2003). Psicología de la personalidad: teoría e investigación. 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. Prentice-Hall.
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