U LISBOA | UNIVERSIDADE DE LISBOA

Faculdade de Psicologia
UNIVERSIDADE DE LISBOA

COURSE UNIT INFORMATION SHEET (SYLLABUS)
2019/2020

Name

PERSONALITY AND INDIVIDUAL DIFFERENCES

Teaching staff
(Also indicate the Professor in charge)

Bruno Gonçalves (Professor in charge), Maria João Afonso, Maria Odília Teixeira, Joana Henriques Calado

ECTS

6 ECTS

Functioning

1 theoretical class and 1 practical class (two hours each) per week

Learning goals

- To understand the psychological construct of personality and to acquire knowledge about the different methods for the study of personality.
- To understand the articulation between the study of individual differences and the study of personality.
- To acquire critical information about the importance and the difficulties of the main relevant approaches in the study of personality.
- To develop flexible and critical attitudes regarding conceptual frameworks, methodological perspectives and the integration and articulation of knowledge in personality psychology.

Skills to be developed

- Skills for a critical analysis of the main theoretical frameworks in personality psychology.
- Skills for the comparison of the main theoretical frameworks in personality psychology.
- Skills for the articulation between theoretical frameworks and research methodologies used in personality psychology.
- Skills for locating, collecting, analysing and integrating information obtained from sources and documents of diverse nature and origin.

Prerequisites (precedencies) *

N/A

The psychodynamic perspective after Freud. L. Szondi's model.

Drive models and trait models.

Personality and psychopathology. The model of Th. Millon.

Themes for assignments (practical classes):

The humanistic perspective of Rogers and Maslow

The integrative perspective of McAdams

- The concept of personality and the study of individual differences.
- The Freudian theory of the unconscious. Comparison with the cognitive perspective.
- The Freudian theory of ego and personality structure.
- The psychodynamic perspective after Freud.
- The integrative perspective of McAdams: from trait to narrative.
- The positive psychology perspective. Models of well-being, self-determination, life goals and future time perspective.
- Personality and psychopathology. Theodore Millon's model. The study of personality disorders.
- The humanist and existentialist perspective as a critical perspective
- Purposes, nature and applications of the differential assessment of personality
- Themes for the students' assignments to be presented and discussed in the practical classes:
    - Contributions from A. Adler to the study of Personality and Individual Differences.
    - Contributions from C.G. to the study of Personality and Individual Differences.
    - Contributions from Fromm and Sullivan to the study of Personality and Individual Differences.
    - Contributions from the social-cognitive perspective of Rotter, Mischell and Bandura to the study of Personality and Individual Differences.
    - Contributions from the humanistic perspective of Rogers and Maslow to the study of Personality and Individual Differences.
    - The positive psychology perspective. Models of well-being.
    - Self-Determination theory and life goals.
    - The predictive power of traits and the concept of congruence.
    - Contributions from projective techniques (Rorschach and Thematic Apperception Test – TAT) to the study of personality and individual differences.
    - Contributions from the Minnesota Multiphasic Personality Inventory for adults (MMPI-2) to the study of personality and individual differences.
    - Contributions from the NEO Personality Inventory (NEO PI-R; NEO-FFI) to the study of personality and individual differences.
    - Contributions from the Personality Inventory for DSM-5 (PID-5) to the study of personality and individual differences.

Bibliography

- Caprara, G. & Cervone, D. (2000). *Personality, Determinants, Dynamics and Potentials*. Cambridge:

Cambridge University Press

- Carver C. & Scheier M. (1996). *Perspectives on personality*. Boston: Allyn and Bacon.
- Chamorro-Premuzic, T. (2015). *Personality and Individual Differences*, 3rd ed.. Sussex: Willey.
- Cloninger, S. C. (2013). *Theories of personality: Understanding persons*. Boston: Pearson Education.
- Pervin, L.A. & John, O.(Eds) (2008). *Handbook of personality: Theory and Research*, 3rd ed.. New York: Guilford Press.

Teaching methods

- Theoretical lecture classes.
- Literature search and review by the students, on themes and theories proposed for the practical classes. Oral and written presentations, in groups, of the results from this search

Evaluation Regimes (General and/or Alternative)

This CU has two evaluation regimes:

- General regime
- Alternative regime:
  - Students may choose this regime under the following conditions:
    - When they have been unable to attend classes in a given semester due to periods abroad within the scope of a mobility program (Erasmus or other) duly recognized by the Faculty.
    - When for other unforeseen reasons (e.g., professional or health) they have been unable to attend classes. The teaching staff of the CU will assess each justification on a case-by-case basis.
    - Students may not choose the alternative regime if they have already obtained a grade in the practical group work or in the individual evaluation component of the practical classes, even if that grade was zero (0).

Evaluation Elements

(Dates due, weights, minimum required grades)

- General evaluation regime:
  - Written exam based on content of theoretical lessons (50% of the final grade; 47% if the student participated in a research project).
  - Written exam based on content of the practical lessons (16,67% of the final grade).
  - Oral presentation and discussion in groups of a work on themes set by the teaching staff and based on literature found by the students themselves. In exceptional cases, duly authorized by the teaching staff, an individual work can be accepted. Dates for the oral presentation and discussion of the works in the practical classes will be defined in the first practical class (16,66% of the final grade).

- Written version, in group, of the work presented in class (16,66% of the final grade). The deadline for rendering the written version of these works will be defined in the first practical class.
- Participation in a research project (3% of the final grade). Conditions of participation will be specifically defined according to each research project. Grades will be given on the basis of participation (20) vs non-participation (0).
- In the case of students who have failed, students who want to improve their grade or students who have not been evaluated in previous years due to the absence of evaluation elements, grades obtained in the evaluation elements will be transferred to the following years, notwithstanding the possibility of repeating for grade improvement.

- Alternative evaluation regime:
  - The alternative evaluation regime includes:
    - Written exam identical to that taken by the other students and on the same dates (66,67% of the final grade).
    - Practical work in group (33,33% of the final grade). Presentation and discussion, with the teacher in charge of the practical classes, of a written work on one of the themes set by the teaching staff. The same rules defined for the students in the general evaluation regime apply to this work, with the exception of the oral presentation, that can be replaced by a discussion with one of the members of the teaching staff.

In order to be evaluated in this curricular Unit (CU), students must have:

- Completed the four first mentioned evaluation elements.
- Obtained on the part of the written exam related to the content of theoretical classes a minimum grade of 9.5 (in 20).

Rules for grade improvement

- Students who want to improve their grade may do it for any of the evaluation elements, with the exception of the oral presentation of the work in class. The grades of other evaluation elements will be transferred from the year in which they were obtained. In any case, the written exam can only be passed again in totality (including both theoretical classes' content and practical classes' content). Similarly, the improvement of the grade of the practical work will imply the presentation and discussion of the work in class and the presentation of the written work (i.e., they cannot be improved separately).

Rules for students having previously failed the course unit *

N/A

Requirements on attendance and punctuality

Students are required to attend 2/3 of theoretical lessons and 2/3 of the practical lessons

Rules for special students

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

N/A

Language of instruction

Portuguese. Exceptionally, Erasmus students can be authorized to present their work in other languages.

Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
b) To help or try to help a colleague in committing a disciplinary offense;

c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;

d) To present someone else's work as one's own;

e) To forge, or change without permission from the author, any information or citation in an academic

work; f)To interfere, change or attempt to change grades;

g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;

h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;

i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable