

SYLLABUS

1. Information about the study program

1.1 Higher education institution	Babeş-Bolyai University
1.2 Faculty	Faculty of Psychology and Educational Sciences
1.3 Department	Department of Psychology
1.4 Field of study	Psychology - Cognitive Sciences
1.5 Study cycle	Bachelor level
1.6 Study program / Qualification	Psychologist

2. Information about the course

2.1 Title of the course	Personality psychology						
2.2 Teacher in charge of the lecture	Prof. Univ. Dr. Adrian Opre						
2.3 Teacher in charge of the seminar	Lect. Dr. Lucia Ratiu						
2.4 Study year	2	2.5 Semester	1	2.6. Examination type	E	2.7 Course type	DS

3. Estimated total time (number of hours of teaching activities per semester)

3.1 Number of hours per week	4	out of which: 3.2 lecture	2	3.3 seminar / laboratory	2
3.4 Total number of hours in the curriculum	56	out of which: 3.5 lecture	28	3.6 seminar / laboratory	28
Distribution of the allocated amount of time:					hours
Individual study (textbook, course support, bibliography, and notes)					25
Supplementary documentation at the library using specialized electronic platforms in the field					15
Preparing for seminars / laboratories, homework, papers, portfolios, and essays					25
Tutoring					3
Exams					2
Other activities: research activities					2
3.7 Total number of hours of individual study	65				
3.8 Total number of hours per semester	125				
3.9 Number of credits (ECTS)	5				

4. Course Pre-requisites

4.1 Curriculum	<ul style="list-style-type: none"> • Introduction to psychology
4.2 Competencies	-

5. Requirements (if applicable)

5.1 For the lecture	<ul style="list-style-type: none"> • Classroom with at least 180 seats, computer and video projector / Online course conducted through the MS Teams platform.
5.2 For the seminar / laboratory	<ul style="list-style-type: none"> • Room with at least 50 seats, computer and video projector / Online seminar conducted through the MS Teams platform.

6. Specific skills acquired

Professional skills	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Understanding the importance of personality for psychological practice; • Understanding the personality approaches, specific research and evaluation methods; • Understanding the distinction between structure, processes and personality development; • Discussing the major theories of personality psychology and their historical emergence; • Knowledge of fundamental concepts from different approaches: psychoanalytic, behaviorist, humanistic, social-cognitive, trait theory, psychobiological theories; • Identifying the advantages and disadvantages of each of the methods of studying personality; • Understanding the relationship between theory and evaluation method <p>Explanation and interpretation</p> <ul style="list-style-type: none"> • Arguing the importance of the analysis of individual differences; • Explaining the development of personality in different perspectives: psychoanalytic, behavioral, humanistic, social-cognitive, theory of traits, psychobiological theories; • Explaining the personality pathology in different perspectives • Explaining the principles of psychoanalytic, behavioral, humanistic, social-cognitive therapy <p>Instrumental - applicative</p> <ul style="list-style-type: none"> • Learning the main approach of developing an evaluation tool for personality starting from a scientific theory; • Explaining the specific evaluation of personality in different theories
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	<ul style="list-style-type: none"> • Developing skills of using the projective personality tests, personality questionnaires and Q methodology; • Developing the ability to assess the quality and appropriateness of using a personality assessment tool in a certain situation <p>Attitude</p> <ul style="list-style-type: none"> • Showing critical and non-preferential approach to the main theories of personality; • Developing a responsible attitude towards the research activity in the field by following the ethical code in the evaluation of personality (copy-right regulations, training requirements for evaluators); • Having a positive and responsible attitude towards the scientific activities
Transversal skills	<ul style="list-style-type: none"> • Time management • Written and oral communication skills • Relationship and teamwork skills • Metalearning skills

7. Objectives of the course (based on the grid of acquired competencies)

7.1 General objective	<ul style="list-style-type: none"> • Familiarizing students with the main theoretical models in personality psychology, assessment methods and their applications in psychological practice
7.2 Specific objectives	<ul style="list-style-type: none"> • knowing the main theoretical models of personality • explaining the relationship between each theory of personality and the specific tools of evaluation • demonstrating the usefulness of theoretical models in psychological practice

8. Content

8.1 Lecture	Teaching strategies	Remarks
Importance of studying personality Keywords: definition, unique characteristics.	lecture, demonstrative example, synthesis of knowledge, guided discovery	
Psychoanalysis theory of personality Keywords: unconscious, neurosis,	lecture, demonstrative example, synthesis of knowledge, guided discovery	

psychosexual		
Freud's theory of personality Keywords: Id, Ego, and Superego; Types of Anxiety	lecture, demonstrative example, synthesis of knowledge, guided discovery	
Stages of personality development in psychoanalysis perspective Keywords: five stages of development, conflicts	lecture, demonstrative example, synthesis of knowledge, guided discovery	
The behavioral theory of personality Keywords: reinforcement, operant conditioning, schedules of reinforcement	lecture, demonstrative example, synthesis of knowledge, guided discovery	
Humanistic theory of personality Keywords: hierarchy of needs, self-actualization	lecture, demonstrative example, synthesis of knowledge, guided discovery	
Rogers's theory: Person-Centered Model Keywords: person-centered therapy, fully functioning persons	lecture, demonstrative example, synthesis of knowledge, guided discovery	
Social-cognitive theory of Personality Keywords: self-efficacy, observational learning, modeling	lecture, demonstrative example, synthesis of knowledge, guided discovery	

<p>Human nature in social cognitive theory</p> <p>Keywords: reciprocal determinism</p>	<p>lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p>Trait theories of personality</p> <p>Keywords: heredity, personal dispositions, factorial analysis</p>	<p>lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p>Gordon W Allport's theory; Hans J. Eysenck's theory; Raymond B. Cattell's theory</p> <p>Keywords: personality traits, source traits, extraversion, neuroticism, and psychoticism</p>	<p>lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p>Psychobiology of personality</p> <p>Keywords: genetic, neurological, biochemical, physiological, and behavioral influences</p>	<p>lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p>Cultural influences on personality</p> <p>Keywords: cultural variations</p>	<p>lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	
<p>Advances in personality theory</p> <p>Keywords: current trends in personality research</p>	<p>lecture, demonstrative example, synthesis of knowledge, guided discovery</p>	

Mandatory references:

Boyle G.J., Saklofske D.H. (Eds). *The Psychology of Individual Differences*. Vol. 2: Personality. London: SAGE Publications, 2004.

Pervin, L. A. (2003). *The science of personality* (2nd ed.). Oxford University Press.

!!! Note: from the references mentioned above, only the chapters related to the topics taught in the course and seminar are mandatory

Optional references:

Adam J. Brown, A., Goh, J. (2016). Some Evidence for a Gender Gap in Personality and Social Psychology, *Social Psychological and Personality Science* July, 7: 437-443.

Anglim, J., Horwood, S., Smillie, L. D., Marrero, R. J., & Wood, J. K. (2020). Predicting psychological and subjective well-being from personality: A meta-analysis. *Psychological Bulletin*, 146(4), 279–323. <https://doi.org/10.1037/bul0000226>

Bandura, Albert. (1999). Social cognitive theory of personality.

Boeker H., Richter A., Himmighoffen H., Ernst J., Bohleber L., Hofman E., et al. (2013). Essentials of psychoanalytic process and change: how can we investigate the neural effects of psychodynamic psychotherapy in individualised neuro-imaging *Fron. Hum. Neurosci.* 7:355.

Human, L., Mendes, T., Berry W. (2016). Interactive Effects Between Extraversion and Oxytocin Administration: Implications for Positive Social Processes, *Social Psychological and Personality Science* September, 7: 735-744.

Ludeke, S., Vitriol, J. A., Gahner Larsen, E., & Gensowski, M. (2021). Personality in a Pandemic: Social Norms Moderate Associations Between Personality and Social Distancing Behaviors. *Personality and Individual Differences*, 177(July), [110828]. <https://doi.org/10.1016/j.paid.2021.110828>

Mabbe., E, Soenens, B., Vansteenkiste, M., Leeuwen, K. (2016). Do Personality Traits Moderate Relations Between Psychologically Controlling Parenting and Problem Behavior in Adolescents?, *Journal of Personality*, Volume 84, Issue 3, June 2016, Pages 381–392.

Staats, A. (2003). *A Psychological Behaviorism Theory of Personality*. 10.1002/0471264385.wei0506.

Stajkovic, Alex & Luthans, Fred. (2002). Social cognitive theory and self-efficacy: Implications for motivation theory and practice.. In R.M. Steers, L.W. Porter, & G.A., Bigley (Eds.), *Motivation and Work Behavior* (7th ed.). 126-140.

Thielmann, I., Spadaro, G., & Balliet, D. (2020). Personality and prosocial behavior: A theoretical framework and meta-analysis. *Psychological Bulletin*, 146(1), 30–90. <https://doi.org/10.1037/bul0000217>

Tov, W., Ling Nai, Z., Woon Lee, H. (2014). Extraversion and Agreeableness: Divergent Routes to Daily Satisfaction With Social Relationships, *Journal of Personality*, Volume 84, Issue 1, February 2016, Pages 121–134.

Zuckerman, M. (1991). *Psychobiology of personality*. New York: Cambridge University Press

8.2 Seminar / laboratory	Teaching methods	Remarks
The concept of self in the study of personality	presentation, conversation	

Keywords: self, self-esteem, identity		
Defensive mechanisms in the psychoanalytic approach to personality Keywords: repression, negation, sublimation, reaction formation, rationalization, projection	presentation, knowledge synthesis, conceptual clarification, practical activities	
Projective tests Keywords: thematic aperceptive test, free association	presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
Functional analysis of the behavior Keywords: frequency of the behavior, situation, reinforcement	presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
Applications of operant conditioning Keywords: reinforcement, punishment	presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
Personality assessment in the humanistic perspective Keywords: Q sort, the development of the self	presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
Applications of humanistic principles of personality Keywords: coaching, personal development	presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
Personality assessment in social-cognitive	presentation, knowledge	

theory Keywords: self-efficacy, model, goals	synthesis, conceptual clarification, group activities, guided discovery, conversation	
Applications of social-cognitive theory Keywords: conditioning, observational learning	presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation	
Personality inventories Keywords: Big five, Eysenck personality inventory	presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation	
Applications of trait theories Keywords: personality traits and academic results, personality traits and work performance	presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation	
Biological aspects of personality Keywords: heredity, endocrine glands, physique and physical condition, nervous system	presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation	
Personality and pathology Keywords: impairments in “self”	presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, conversation	
Summary seminar – integration	knowledge synthesis, conceptual clarification, conversation	

Keywords: synthesis, integration, recap

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Tov, W., Ling Nai, Z., Woon Lee, H. (2014). Extraversion and Agreeableness: Divergent Routes to Daily Satisfaction With Social Relationships, *Journal of Personality*, Volume 84, Issue 1, February 2016, Pages 121–134.

Zuckerman, M. (1991). *Psychobiology of personality*. New York: Cambridge University Press

9. Correlations between the content of the course and the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program

The proposed lecture and seminar offer central topics in fundamental and applied research in the fields of cognitive sciences, and their approach is based on the most recent results found in the literature. The course also offers state of the art research skills that are transferable to any scientific and applied field of knowledge.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 evaluation methods	10.3 Weight in the final grade
10.4 Lecture		Written exam	60%
10.5 Seminar / laboratory		Research project	30%
		Formative evaluation	10%
10.6 Minimum passive score			
<p>The final grade consists of:</p> <ul style="list-style-type: none"> a. score obtained in the written exam (maximum 6 points) b. research project (maximum 3 points) c. individual learning tasks during the semester (maximum 1 point) <p>The simultaneous conditions for passing the Personality Psychology exam are:</p> <ul style="list-style-type: none"> a. a minimum of 3 points for the written exam out of the 6 maximum possible points b. a minimum 5 points from the final grade (combined score: project, learning tasks, and exam) 			

Data 22.11.2021

Signature of the teacher in charge of the lecture



Signature of the teacher in charge of the seminar



Approval date in the department

Signature of the Head of the department /director