

SYLLABUS

Personality Psychology

University year 2025-2026

1. Information regarding the programme

1.1. Higher education institution	Babes-Bolyai University
1.2. Faculty	Psychology and Educational Sciences
1.3. Department	Psychology
1.4. Field of study	Psychology
1.5. Study cycle	Bachelor degree
1.6. Study programme/Qualification	Psychologist
1.7. Form of education	Full time

2. Information regarding the discipline

2.1. Name of the discipline		Personality Psychology					Discipline code		PLE1317	
2.2. Course coordinator					Prof. Ph.D. Adrian Opre					
2.3. Seminar coordinator					Lecturer Ph.D. Lucia Rațiu Lecturer Ph.D. Daniela Dumulescu					
2.4. Year of study		2	2.5. Semester	1	2.6. Type of evaluation		E	2.7. Discipline regime		DD

3. Total estimated time (hours/semester of didactic activities)

3.1. Hours per week	4	of which: 3.2 course	2	3.3 seminar/laboratory	2
3.4. Total hours in the curriculum	56	of which: 3.5 course	28	3.6 seminar/laborator	28
Time allotment for individual study (ID) and self-study activities (SA)					hours
Learning using manual, course support, bibliography, course notes (SA)					25
Additional documentation (in libraries, on electronic platforms, field documentation)					15
Preparation for seminars/labs, homework, papers, portfolios and essays					25
Tutorship					3
Evaluations					2
Other activities: studies and research activities					2
3.7. Total individual study hours	65				
3.8. Total hours per semester	125				
3.9. Number of ECTS credits	5				

4. Prerequisites (if necessary)

4.1. curriculum	Introduction in psychology
4.2. competencies	

5. Conditions (if necessary)

5.1. for the course	Lecture hall with at least 300 seats, computer and video projector Room with at least 50 seats, computer and video projector
5.2. for the seminar /lab activities	Lecture hall with at least 300 seats, computer and video projector Room with at least 50 seats, computer and video projector

6. Learning outcomes

Knowledge	<p>The student understands the importance of studying personality in psychological practice.</p> <p>The student identifies the main theoretical approaches to personality and associated research/assessment methods.</p> <p>The student distinguishes between personality structure, processes, and development.</p> <p>The student is familiar with the basic concepts of the psychoanalytic, behaviorist, humanistic, social-cognitive, trait, and psychobiological perspectives.</p> <p>The student describes the advantages and limitations of different methods used to study personality.</p> <p>The student explains the relationship between personality theory and the associated assessment method.</p> <p>The student is familiar with explanations of personality development and psychopathology formation within various psychological theories.</p> <p>The student explains the process of developing a personality assessment tool based on a scientific theory.</p> <p>The student recognizes the approach of construction and application of projective tests, structured questionnaires, and Q-methodology.</p>
Skills	<p>The student implements the structure/process/developmental distinction in analyzing theories of personality.</p> <p>The student adopts multiple perspectives in interpreting the dynamics of pathology formation and personality development.</p> <p>The student is able to utilize basic principles of therapies derived from these theories.</p> <p>The student is able to describe the process of creating an assessment tool and argue the choice of the appropriate method.</p> <p>The student is able to evaluate the quality and appropriateness of an assessment tool for a specific context</p>
Responsibility and autonomy:	<p>The student has the ability to independently select relevant theories and methods for personality analysis in a professional or research context.</p> <p>The student has the ability to independently formulate interpretations of personality development and psychopathology, based on the studied psychological theories.</p> <p>The student has the ability to independently select and apply appropriate personality assessment methods suited to various professional contexts.</p>

7. Objectives of the discipline (outcome of the acquired competencies)

7.1 General objective of the discipline	<ul style="list-style-type: none"> Familiarizing students with the main theoretical models in personality psychology, their assessment methods, and their applications in psychological practice
7.2 Specific objective of the discipline	<ul style="list-style-type: none"> To understand the main theoretical models of personality To explain the relationship between each personality theory and its specific method of assessment To demonstrate the usefulness of theoretical models in psychological practice

8. Content

8.1 Course	Teaching methods	Remarks
The importance of studying personality	Interactive lecture	
The psychoanalytic theory of personality	Interactive lecture, team-based learning (jigsaw method), essay	
Freud's theory of personality	Interactive lecture, team-based learning (jigsaw method), essay, guided discovery	
Characteristics of the stages of personality development from a psychoanalytic perspective	Interactive lecture, team-based learning (jigsaw method), essay, guided discovery	
The behaviorist perspective on personality	Interactive lecture, team-based learning (jigsaw	

	method), essay, guided discovery, demonstrative example	
The humanistic theory of personality	Interactive lecture	
Rogers' person-centered model	Interactive lecture, team-based learning (jigsaw method), essay, guided discovery	
The social-cognitive theory of personality	Interactive lecture, team-based learning (jigsaw method), essay, guided discovery	
The conception of the person in the social-cognitive theory of personality	Interactive lecture	
The trait theory of personality	Interactive lecture, team-based learning (jigsaw method), essay	
Gordon W. Allport's perspective; Hans J. Eysenck's perspective; Raymond B. Cattell's perspective	Interactive lecture, team-based learning (jigsaw method), essay, guided discovery	
The psychobiology of personality	Interactive lecture, team-based learning (jigsaw method), essay, guided discovery	
Cultural influences on personality	Interactive lecture, team-based learning (jigsaw method), essay, guided discovery	
Current trends in personality research	Interactive lecture, team-based learning (jigsaw method), essay, guided discovery	

Bibliography

- Boyle G.J., Saklofske D.H. (Eds). *The Psychology of Individual Differences*. Vol. 2: Personality. London: SAGE Publications, 2004.
- Cervone, D. & Pervin, L.A. (2018). *Personality: Theory and Research*. Wiley
- Javalagi, A. A., Newman, D. A., & Li, M. (2024). Personality and leadership: Meta-analytic review of cross-cultural moderation, behavioral mediation, and honesty-humility. *Journal of Applied Psychology*, 109(9), 1489–1511. <https://doi.org/10.1037/apl0001182>
- Kuijpers, E., Pickett, J., Wille, B., & Hofmans, J. (2024). Does it pay off to act conscientiously, both now and later? Examining concurrent, lagged, and cumulative effects of state conscientiousness. *European Journal of Personality*, 38(1), 21-35. <https://doi.org/10.1177/08902070221124705>
- Pervin, L.A., & John, O.P. (1999). *Handbook of personality: Theory and research*. New York: Guilford.

!!! Note: from the above mentioned papers, only the chapters related to the topics taught in the course are compulsory.

8.2 Seminar / laboratory	Teaching methods	Remarks
The self-concept in the study of personality. Personality assessment – general overview	Conceptual clarification, demonstrative example, guided discovery	
Defense mechanisms in the psychoanalytic approach to personality	Conceptual clarification, demonstrative example, guided discovery, role-play	Students are expected to prepare before the seminar by reviewing their lecture notes and the corresponding chapter extracted from at least one of the recommended works/articles listed in the bibliography section.

Projective tests in personality assessment	Demonstrative example, knowledge synthesis, guided discovery, role-play	Students are expected to prepare for the seminar in advance by reviewing their lecture notes and reading the corresponding chapter from at least one of the recommended books or articles listed in the bibliography section.
Applications of personality psychology from a behaviorist perspective	Demonstrative example, knowledge synthesis, guided discovery	Students are expected to prepare for the seminar in advance by reviewing their lecture notes and reading the corresponding chapter from at least one of the recommended books or articles listed in the bibliography section.
Personality assessment from a behaviorist perspective	Demonstrative example, knowledge synthesis, guided discovery	Students are expected to prepare for the seminar in advance by reviewing their lecture notes and reading the corresponding chapter from at least one of the recommended books or articles listed in the bibliography section.
Applications of personality psychology from a humanistic perspective	Demonstrative example, knowledge synthesis, guided discovery	Students are expected to prepare for the seminar in advance by reviewing their lecture notes and reading the corresponding chapter from at least one of the recommended books or articles listed in the bibliography section.
Personality assessment from a humanistic perspective	Demonstrative example, knowledge synthesis, guided discovery	Students are expected to prepare for the seminar in advance by reviewing their lecture notes and reading the corresponding chapter from at least one of the recommended books or articles listed in the bibliography section.
Applications of personality psychology from a social-cognitive perspective		
Personality assessment from a social-cognitive theory perspective	Demonstrative example, knowledge synthesis, guided discovery	Students are expected to prepare for the seminar in advance by reviewing their lecture notes and reading the corresponding chapter from at least one of the recommended books or articles listed in the bibliography section.
Applications of personality psychology from the perspective of trait theories	Demonstrative example, knowledge synthesis, guided discovery	Students are expected to prepare for the seminar in advance by reviewing their lecture notes and reading the corresponding chapter from at least one of the recommended books or articles listed in the bibliography section.
Structured personality questionnaires	Demonstrative example, knowledge synthesis, guided discovery, comparison	Students are expected to prepare for the seminar in advance by reviewing their lecture notes and reading the corresponding chapter from at least one of the recommended books or articles listed in the bibliography section.
Applications of personality psychology from a psychobiological perspective	Demonstrative example, knowledge synthesis, guided discovery, comparison	Students are expected to prepare for the seminar in advance by reviewing their lecture notes and reading the corresponding chapter from at least one of the recommended books or

		articles listed in the bibliography section.
Contextualized approaches to personality Examples of personality assessment tools in different situations Personality and personality disorders	Demonstrative example, knowledge synthesis, guided discovery, comparison	Students are expected to prepare for the seminar in advance by reviewing their lecture notes and reading the corresponding chapter from at least one of the recommended books or articles listed in the bibliography section.
Cultural influences on personality	Demonstrative example, knowledge synthesis, guided discovery, comparison	
<p>Bibliography</p> <ul style="list-style-type: none"> Adam J. Brown, A., Goh, J. (2016). Some Evidence for a Gender Gap in Personality and Social Psychology, <i>Social Psychological and Personality Science</i> 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. <i>Psychological Bulletin</i>, 146(4), 279-323. https://doi.org/10.1037/bul0000226 Bandura, A. (1999). Social cognitive theory of personality. In L. A. Pervin & O. P. John (Eds.), <i>Handbook of personality: Theory and research</i> (2nd ed., pp. 154-196). Guilford Press. Beck, E. D., Condon, D., & Jackson, J. (2022). Interindividual age differences in personality structure. <i>European Journal of Personality</i>, 0(0). https://doi.org/10.1177/08902070221084862 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 <i>Fron. Hum. Neurosci.</i> 7:355. Bühler, J. L., Orth, U., Bleidorn, W., Weber, E., Kretzschmar, A., Scheling, L., & Hopwood, C. J. (2023). Life Events and Personality Change: A Systematic Review and Meta-Analysis. <i>European Journal of Personality</i>, 0(0). https://doi.org/10.1177/08902070231190219. De Sousa A. (2011). Freudian theory and consciousness: A conceptual analysis. <i>Mens Sana Mongr</i>, 9 (1):210 - 17. Human, L., Mendes, T., Berry W. (2016). Interactive Effects Between Extraversion and Oxytocin Administration: Implications for Positive Social Processes, <i>Social Psychological and Personality Science</i> 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. <i>Personality and Individual Differences</i>, 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?, <i>Journal of Personality</i>, Volume 84, Issue 3, June 2016, Pages 381-392. Miller, W. R., & Rollnick, S. (2013). <i>Motivational interviewing: Helping people change</i> (3rd ed.). Guilford Press. Quirin, M., & Kuhl, J. (2022). The concert of personality: Explaining personality functioning and coherence by personality systems interactions. <i>European Journal of Personality</i>, 36(3), 274-292. https://doi.org/10.1177/08902070221078478. Pelt, D. H. M., de Vries, L. P., & Bartels, M. (2022). Unraveling the Relation Between Personality and Well-Being in a Genetically Informative Design. <i>European Journal of Personality</i>, 0(0). https://doi.org/10.1177/08902070221134878. 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.), <i>Motivation and Work Behavior</i> (7th ed.). 126-140. Thielmann, I., Spadaro, G., & Balliet, D. (2020). Personality and prosocial behavior: A theoretical framework and meta-analysis. <i>Psychological Bulletin</i>, 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, <i>Journal of Personality</i>, Volume 84, Issue 1, February 2016 , Pages 121-134. Vize, C. E., Sharpe, B. M., Miller, J. D., Lynam, D. R., & Soto, C. J. (2023). Do the Big Five personality traits interact to predict life outcomes? Systematically testing the prevalence, nature, and effect size of trait-by-trait moderation. <i>European Journal of Personality</i>, 37(5), 605-625. https://doi.org/10.1177/08902070221111857 <p>!!! Note: from the above mentioned papers, only the chapters related to the topics taught in the course are compulsory.</p>		

9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program

- The proposed lecture and seminar topics address current issues in both fundamental and applied research in the field of psychology. Their treatment within this course is based on recent findings from the specialized literature. Moreover, the course content covers major concepts relevant to the practical applications of psychology demanded by the labor market and aligned with the standards of the professional community.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of final grade
10.4 Course	Accuracy in analyzing, synthesizing, and integrating theoretical information.	Exam	60%
10.5 Seminar/laboratory	Practical application of theoretical knowledge	Group task – on-the-spot assessment during the seminar	40%
10.6 Minimum standard of performance			
Exam eligibility condition*: Participation in at least 8 seminar sessions during the semester Simultaneous conditions for passing the Personality Psychology exam: <ul style="list-style-type: none"> Minimum 3.00 points on the written exam (out of a maximum of 6 points) Minimum 4.50 points for the final grade (combined score: exam + group task) <p>*This condition applies to access the exam during the examination session.</p>			

11. Labels ODD (Sustainable Development Goals)¹

	General label for Sustainable Development						
							

Date:
28.04.2025

Signature of course coordinator

Prof. Ph.D. Adrian Opre

Signature of seminar coordinator

Lect. Ph.D. Lucia Ratiu

¹ Keep only the labels that, according to the [Procedure for applying ODD labels in the academic process](#), suit the discipline and delete the others, including the general one for *Sustainable Development* – if not applicable. If no label describes the discipline, delete them all and write „Not applicable.“.

Lect. Ph.D. Daniela Dumulescu

Date of approval:

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Signature of the head of department

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