



## Information about the subject

**Degree:** Bachelor of Science Degree in Psychology

**Faculty:** Faculty of Psychology

**Code:** 290206 **Name:** Psychology of the Personality

**Credits:** 6,00 **ECTS Year:** 2 **Semester:** 2

**Module:** CLINICAL AND HEALTH PSYCHOLOGY

**Subject Matter:** PERSONALITY AND PSYCHOPATHOLOGY **Type:** Compulsory

**Field of knowledge:** Health Sciences

**Department:** Personality Psychology, Treatments, and Methodology

**Type of learning:** Classroom-based learning / Online

**Languages in which it is taught:** Spanish

### Lecturer/-s:

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## Module organization

### CLINICAL AND HEALTH PSYCHOLOGY

Subject Matter	ECTS	Subject	ECTS	Year/semester
PERSONALITY AND PSYCHOPATHOL OGY	18,00	Adult Psychopathology	6,00	3/1
		Child and Adolescent Psychopathology	6,00	3/1
		Psychology of the Personality	6,00	2/2
INTERVENTION AND TREATMENT	12,00	Clinical Psychology and of Child-Adolescent Health	6,00	3/2
		Clinical Psychology of Adult Health	6,00	3/2

## Recommended knowledge

No recommended knowledge



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Understanding the current state of affairs of the problems related to personality psychology considering the complexity, theoretical multiplicity and the different analysis procedures; arguing the overcoming of the mechanistic scientific paradigm and justifying the complex thinking styles of personality psychology.
- R2 Being able to identify the reductionist and simplistic dynamics based on elemental dichotomies that trivialize the contributions of personality science.
- R3 Being able to identify the different personality proposals from the adequate epistemology.
- R4 Knowing the different research methods of personality Psychology proper and as axis of classification of the different theories.
- R5 Achieving, through personality constructs, a basic and integrating vision of general psychology.
- R6 Developing a reflexive, critical and scientific attitude towards the phenomena, methods and theoretical models of Personality Psychology.
- R7 Working in teams and collaborating efficiently with other people.
- R8 Elaborating scholarly studies and presenting their content.
- R9 Knowing and integrating the contents of the module so that the student may stress and identify coherent and incoherent aspects of the theoretical statements presented.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

SPECIFIC	Weighting			
	1	2	3	4
CE3 Planning and carrying out interviews.	X			
CE4 Analyzing and measuring variables (personality, intelligence and other aptitudes) and cognitive, emotional, psychobiological and behavioral processes .			X	
CE5 Identifying differences, problems and needs.				X
CE6 Diagnosing following professional principles.		X		
CE7 Analyzing and assessing interaction processes, group dynamics and group and inter-group structures.		X		
CE9 Analyzing and assessing interaction processes, organizational and inter-organizational dynamics and structure.		X		
CE11 Analyzing the context in which personal behaviors, group and organizational processes take place.	X			
CE12 Selecting and correctly using tools, products and services and identifying those people and group concerned.			X	
CE15 Defining objectives and devising action plans according to action goals. (prevention, treatment, rehabilitation, insertion, support).		X		
CE16 Choosing adequate psychological intervention techniques.	X			
CE17 Mastering strategies and techniques to get addressees involved.	X			
CE18 Putting into practice direct intervention strategies and methods: psychological advice, therapy, negotiation mediation...	X			
CE21 Planning programmes and intervention assessment.	X			



CE23	Analyzing and collecting important data for intervention assessments.		X		
CE25	To be able to measure and to collect relevant data for the evaluation of the interventions	X			
CE26	Writing oral and written reports.	X			
CE27	Knowing and adapting to the psychology code of ethics.	X			
CE30	To know the processes and main stages of psychological development throughout the vital cycle in its aspects of normality and abnormality.	X			
CE34	To know different evaluation methods, psychological diagnoses and treatments in different applied domains of Psychology.	X			
CE37	To know the different specialties of application of Psychology and to have the knowledge necessary to promote quality of life in individuals, groups, communities and organisations in different contexts.		X		

TRANSVERSAL		Weighting			
		1	2	3	4
CT2	Capacity to organize and plan.		X		
CT7	Problem solving.		X		
CT8	Decision making.			X	
CT9	Capacity to work in team.		X		
CT10	Capacity to work in interdisciplinary teams.	X			
CT13	Understanding multicultural and diverse environment.	X			
CT16	Capacity to develop and update competences, skills and knowledge following professional standards.				X
CT25	Self-criticism ability: being able to critically assess one's performance.		X		
CT36	Being able to collect information using different kinds of sources.		X		



Universidad  
**Católica de  
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San Vicente Mártir

# Course guide

Year 2025/2026  
**290206 - Psychology of the Personality**





## Assessment system for the acquisition of competencies and grading system

### In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R9	50,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R1, R2, R3, R4, R5, R6	35,00%	Presentation of practical activities.
R1, R2, R3, R4, R5, R6	15,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.

### Observations

#### ORDINARY EVALUATION:

- On the day of the exam there will be a written test of multiple choice and short questions.
- In order to pass the course the student must pass the different evaluation systems separately (attendance and active participation, practicals and exam).
- The minimum percentage of attendance required to the teaching sessions will be 40%.

#### SINGLE ASSESSMENT:

The single evaluation is an exceptional evaluation for those students who for accredited and justified reasons cannot meet the minimum attendance criteria.

This option must be requested by the student to the teacher of the subject in writing and he/she will receive a response to his/her request,

This evaluation will consist of :

- Multiple-choice written test, development questions and practical assumptions.
- Delivery of the obligatory practices

Both aspects must be approved separately (exam and delivery of practices).

#### Citation and attribution criteria:

- Any use of AI tools should be explicitly stated in the submitted paper (e.g., in a footnote or appendix).
- The name of the tool, the purpose of the use (e.g., grammar check, organization of ideas, writing example), and where in the paper it was used should be stated.
- Responsible use of AI will be evaluated as part of the criteria for originality and academic honesty .

#### Students may not use AI to:

- Recording or transcribing, in whole or in part, any activity performed in the classroom for the purpose of obtaining summaries or notes made by AI.
- Generating text in work related to Activity X.
- Submit AI-generated work as their own.



- Provide the AI with statements, practice or evaluation tests to obtain automatic answers.

**Criteria for awarding Honors Grades:** "Evidencing levels of excellence in all competencies and learning outcomes."

### Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6	75,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
R1, R2, R3, R4, R5	5,00%	Submitted tasks
R1, R2, R3, R4, R5, R6	20,00%	Attendance and participation in synchronic communication activities.

### Observations

- On the day of the exam there will be a written test of multiple choice and development questions.
- In order to pass the course the student must pass the different evaluation systems separately (attendance and active participation, practices and exam).

Criteria for the awarding of Honor Grades "Evidence of levels of excellence in all competencies and learning outcomes".

### Citation and attribution criteria:

- Any use of AI tools should be explicitly stated in the submitted paper (e.g., in a footnote or appendix).
- The name of the tool, the purpose of the use (e.g., grammar check, organization of ideas, writing example), and where in the paper it was used should be stated.
- Responsible use of AI will be evaluated as part of the criteria for originality and academic honesty .

### Students may not use AI to:

- Recording or transcribing, in whole or in part, any activity performed in the classroom for the purpose of obtaining summaries or notes made by AI.
- Generating text in work related to Activity X.
- Submit AI-generated work as their own.
- Provide the AI with statements, practice or evaluation tests to obtain automatic answers.

**Criteria for awarding Honors Grades:** "Evidencing levels of excellence in all competencies and learning outcomes."





In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).
- M2 Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
- M3 Supervised monographic sessions with shared participation.
- M4 Application of interdisciplinary knowledge.
- M6 Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
- M7 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M8 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.



- M9 Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
- M11 Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
- M12 Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.
- M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.
- M14 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M15 Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.
- M16 Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.
- M17 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
- M18 Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.
- M19 Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.



## IN-CLASS LEARNING

### IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<b>ON-CAMPUS CLASS</b> Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R1, R2, R3, R4, R5	25,00	1,00
<b>PRACTICAL CLASSES</b> Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2	R1, R2, R3, R4, R5, R7, R8	6,25	0,25
<b>SEMINAR</b> Supervised monographic sessions with shared participation. M3	R3, R4, R5	6,25	0,25
<b>GROUP WORK EXHIBITION</b> Application of multidisciplinary knowledge. M4	R2, R3, R4	6,25	0,25
<b>LABORATORY</b> Activities carried out in spaces with specialized equipment. M3	R1, R2, R3, R4, R5, R6, R7	6,25	0,25
<b>OFFICE ASSISTANCE</b> Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M6	R1, R2, R3, R4, R5, R6, R7	7,50	0,30
<b>ASSESSMENT</b> Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R2, R3, R4, R5, R6	2,50	0,10
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
<b>GROUP WORK</b> Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M8	R1, R2, R3, R4, R5, R8, R9	40,00	1,60
<b>INDEPENDENT WORK</b> Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M9	R1, R2, R3, R4, R5, R6, R7, R8, R9	50,00	2,00
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11	R1, R2, R3, R4, R5, R6	25,00	1,00
Virtual practical session (distance learning) M12	R1, R2, R3, R4, R5, R6, R7, R8, R9	12,50	0,50
Seminar and virtual videoconference (distance learning) M13	R3, R4, R5	6,30	0,25
In-person or virtual assessment (distance learning) M14	R1, R2, R3, R4, R5, R6, R9	2,50	0,10
Individual tutoring sessions (distance learning) M16	R1, R2, R3, R4, R5, R6, R7	7,50	0,30
Discussion forums (distance learning) M18	R2, R3, R4	1,20	0,05
Continuous assessment activities (distance learning) M19	R1, R2, R3, R4, R5, R6	5,00	0,20
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M15	R1, R2, R3, R4, R5, R6, R7, R8, R9	50,00	2,00
Teamwork (distance learning) M17	R1, R2, R3, R4, R5, R7, R8, R9	40,00	1,60
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
DIDACTIC UNIT 1	Introduction to Personality Psychology. Definition. Historical background
DIDACTIC UNIT 2	Approaches to the study of personality - Psychodynamic Models: The Freud Psychodynamic theory. The Jung neopsychoanalysis, Adler, Horney, Fromm and Murray theories- Phenomenological-humanistic models. Humanism and existentialism in Personality: Maslow, Rogers, Frankl- Categorical versus dimensional models. The "Big Five Model". The Allport and Cattell trait theories. The Eysenck's model. Cloninger's biodesimensional model. Millon's biopsychosocial model. "Personal constructs" psychology: The Kelly's constructivism- Others
DIDACTIC UNIT 3	- Personality assessment and research. Personality: Stability, consistency and change- Idiographic vs. Nomothetic approaches- Sex, gender and personality
DIDACTIC UNIT 4	- The self knowledge. "Self" and "auto" system. Self: Activities and processes- Autorepresentations: Structure and function- Self-knowledge: Genesis and determinants. Perceived self-efficacy. Autocontrol
DIDACTIC UNIT 5	- Personality: Stress, coping, adaptation and health- Personality Psychology of Personality Disorders- Personality and Psychopathology



## Temporary organization of learning:

Block of content	Number of sessions	Hours
DIDACTIC UNIT 1	6,00	12,00
DIDACTIC UNIT 2	11,00	22,00
DIDACTIC UNIT 3	5,00	10,00
DIDACTIC UNIT 4	3,00	6,00
DIDACTIC UNIT 5	5,00	10,00



## References

**Basic References:** Bermúdez, J. Pérez, A. Rueda, B.; Ruíz Caballero, J. A. y Sanjuán P. (2011). Psicología de la personalidad. U.N.E.D. Larsen, R. y Buss, D. (2022). Psicología de la personalidad. Dominios de conocimiento sobre la naturaleza humana. McGraw Hill Ortet, G. y Sanchís, M.C. (2005). Prácticas de Psicología de la Personalidad. Ariel Schultz, D. y Schultz, P. (2002): Teorías de la Personalidad. Thomson-Paraninfo

**Supplementary References:**

Allport, G. W. (1974). La personalidad: su configuración y desarrollo. Herder Bandura, A. (1987). Pensamiento y acción. Martínez Roca Brody, N. y Ehrlichman, H. (2000). Psicología de la Personalidad. Prentice-Hall Carver, S.C., y Scheier, M.F. (1997). Teorías de la personalidad. Prentice Hall Dicaprio, N. S. (1976). Teoría de la personalidad. México: Interamericana Engler, B. (1999). Teorías de la personalidad. McGraw-Hill Fierro, A. (1981). Lecturas de Psicología de la Personalidad. Alianza Fierro, A. (1983). Personalidad, sistema de conductas. Trillas Fierro, A. (Comp.) (1996). Manual de Psicología de la Personalidad. Paidós Fierro, A. (2002). Personalidad, persona, acción. Un tratado de Psicología. Alianza Fisseni, H. J. (1984). Psicología de la personalidad: en busca de una ciencia. Herder Freire, J.B. (2002). El humanismo de la Logoterapia de Viktor Frankl. Eunsa Millon, T. & Davis, R.D. (1999) Trastornos de la Personalidad. Masson Mischel, W. (1979). Introducción a la personalidad. Interamericana Pelechano, V. (2000): Psicología Sistemática de la Personalidad. Ariel Pervin, L. A. (1979). Personalidad, diagnóstico e investigación. Desclée de Brouwer Pervin, L.A. (1998). La ciencia de la personalidad. McGraw-Hill Polaino, A. (2003): Fundamentos de Psicología de la personalidad. Ediciones Rialp Sánchez-Cánovas, J. y Sánchez, Mº. P. (1994). Psicología diferencial: Diversidad e individualidad humanas. Centro de Estudios Ramón Araces Seligman, M. E. P. (1981). Indefensión. Debate Tous, J. M. (1986). Psicología de la personalidad. Diferencias individuales: biológicas y cognitivas en el procesamiento de la información. Omega