



## Information about the subject

**Degree:** Bachelor of Science Degree in Occupational Therapy

**Faculty:** Faculty of Psychology

**Code:** 1121106 **Name:** Psychology of the Personality

**Credits:** 6,00 **ECTS Year:** 1 **Semester:** 1

**Module:** BASIC TRAINING MODULE

**Subject Matter:** Psychology **Type:** Basic Formation

**Field of knowledge:** Health Sciences

**Department:** Occupational Sciences

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

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

**Lecturer/-s:**

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## Module organization

### BASIC TRAINING MODULE

Subject Matter	ECTS	Subject	ECTS	Year/semester
Human Anatomy	6,00	Structure and function of the human body I	6,00	1/1
Physiology	12,00	Kinesiology	6,00	1/2
		Structure and function of the human body II	6,00	1/2
Psychology	24,00	Basic Psychological Processes	6,00	1/2
		Developmental Psychology I	6,00	2/1
		Developmental Psychology II	6,00	2/2
		Psychology of the Personality	6,00	1/1
Anthropology	6,00	Anthropology	6,00	1/1
Social Moral-Deontology	6,00	Social Morality - Deontology	6,00	2/1
Science, Reason and Faith	6,00	Science, Reason and Faith	6,00	1/2

## Recommended knowledge

Not precise



## 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 Describe how the nature and organization of the personality is currently understood.
- R2 To identify how different theoretical perspectives have contributed and continue to contribute knowledge about personality.
- R3 The student is able to explain how scientific knowledge about personality is used in their future professional activity.
- R4 To analyse and describe the explanatory models of the relationship between personality and health.
- R5 To search bibliographical information in order to elaborate the different contents put forward in the course.
- R6 To work as a team and to collaborate effectively with others.
- R7 To produce academic papers and orally present their content.



## 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):

GENERAL		Weighting			
		1	2	3	4
CG1	To recognise the key elements of the profession, including ethical principles, legal responsibilities, the focus on the individual and population respecting their autonomy, and the oath of confidentiality.		X		
CG4	To recognise one's own limitations and the need to maintain and keep up to date one's professional competence, focusing specially on the importance of autonomous learning of knowledge and techniques and the desire for quality.			X	
CG5	To know, value critically and use the sources of information in order to obtain, organise, interpret and communicate the scientific, sanitary, socio-sanitary and information, preserving the confidentiality of the data.			X	
CG7	To understand and recognise the interrelationship between the concepts of wellbeing, health, significant occupation, dignity and participation.				X
CG8	To understand and recognise the importance of contextual factors as determiners of occupational dysfunction and promote the right of individual/populations to satisfy their occupational needs.		X		
CG17	To recognise the influence of individual, religious, and cultural differences, as well as the customs about occupation and participation			X	
CG22	To establish an assertive interpersonal communication with all the interlocutors that is relevant during the Occupational Therapy process.	X			
CG24	To transmit written and/or oral information to a specialised audience as well as a non-specialised one.				X
SPECIFIC		Weighting			
		1	2	3	4



CE27	To know and understand pedagogy, psychology and psychopathology applicable to the human being in every moment of the life cycle so as to evaluate, synthesise and apply Occupational Therapy treatments.				X
CE28	To know and understand pedagogy, psychology and psychopathology applicable to the human being in every moment of the life cycle so as to evaluate, synthesise and apply Occupational Therapy treatments				X
CE29	To know and understand the current legal and administrative framework in order to carry out the functions and responsibilities of the occupational therapist, using the socio-sanitary and financial resources available adequately		X		
CE30	To know the professional, ethical and legal context of the occupational therapist, recognising and responding to ethical issues and dilemmas in everyday practice.				X



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

Assessed learning outcomes	Granted percentage	Assessment method
	50,00%	Written tests: Summative and final theoretical-practical test (open questions, objective test questions, truncated test, etc.) Preparation of field work memoranda, practical case solutions, single cases.
	30,00%	Presentation of group and individual works.
	20,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.

### Observations

#### Attendance and assessment methods

Students will be able to choose between two assessment methods for the course: **continuous and single assessment**.

##### 1. Continuous assessment:

A minimum of 70% attendance to face-to-face classes is required to be eligible.

Assessment is continuous and evidence of attendance/participation, practical activities and individual and/or group work will be collected/delivered throughout the term. All individual and group work will be submitted through the UCV's VIRTUAL CAMPUS within the deadlines and in the manner established by the lecturer of the subject. Late submissions will not be accepted under any circumstances. Those assignments that have not yet been handed in will be handed in and assessed on the official date of the second sitting.

In addition, there will be a final test of a theoretical-practical nature during the official exam period. The official exam dates will be set by the Dean's Team of the Faculty in accordance with the periods established in the academic calendar. For changes to exam dates, please consult the reasons for such changes and the procedure in article 12 of the Exams Regulations.

##### 2. Single assessment:

This is for students who, for justified and documented reasons, are unable to meet the minimum attendance requirements. The request must be made in writing to the lecturer responsible for the subject, who will respond by the same means.

The single assessment does not consist of a single test, but of the set of tests and/or activities necessary to demonstrate and measure all the learning outcomes defined for the subject.



The structure of the single assessment in this subject will be as follows:

- Theoretical exam (50%)
  - Practical exam and/or additional work (50%): this part will include a practical test, and, if necessary, extraordinary autonomous work activities to demonstrate the learning outcomes.
- Note: In order to pass the course, students must pass the different assessment systems separately (attendance and participation, practicals/work and exam). Failure to comply with the rules and deadlines established for the completion of academic activities will invalidate the grade.
- Criteria for the awarding of honours: evidence of levels of excellence in all competences and learning outcomes.

### **With regard to the use of Artificial Intelligence (AI)**

- Any use of AI tools must be explicitly stated in the submitted document (e.g. in a footnote or annex).
- The name of the tool, the purpose of the use (e.g. grammar check, organisation of ideas, writing example) and in which part of the work it has been used shall be indicated.
- Responsible use of AI will be assessed as part of the criteria for originality and academic honesty.

### **Students may not use Artificial Intelligence (AI) to:**

- Recording or transcribing, in whole or in part, any activity carried out in the classroom, in order to obtain summaries or notes made by AI.
- Generate text in work related to the activity.
- Presenting AI-generated work as one's own.
- Providing the AI with statements, practice or assessment tests to obtain automatic answers.

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 ON-CAMPUS CLASS
- M2 PRACTICAL CLASSES
- M3 SEMINAR
- M4 GROUP PRESENTATION OF PAPERS
- M5 OFFICE ASSISTANCE
- M6 ASSESSMENT
- M7 GROUP WORK
- M8 INDEPENDENT WORK



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS: Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R1, R2, R3, R4	29,00	1,16
PRACTICAL CLASSES: 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, R6, R7	10,00	0,40
SEMINAR: Supervised monographic sessions with shared participation M3	R1, R3	7,50	0,30
GROUP PRESENTATION OF PAPERS: Application of multidisciplinary knowledge M4	R5, R6, R7	7,50	0,30
OFFICE ASSISTANCE: 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, eadings, papers, etc. M5	R4, R5, R7	3,00	0,12
ASSESSMENT: Set of oral and/or written tests used in initial, formative or additive assessment of the student M6	R1, R2, R3, R4	3,00	0,12
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK: 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 ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> ) M7	R3, R4, R5, R6, R7	40,00	1,60
INDEPENDENT WORK: Student study: Group 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 ( <a href="http://www.plataforma.ucv.es">www.plataforma.ucv.es</a> ) M8	R1, R2, R3, R4, R5, R6, R7	50,00	2,00
<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
BLOCK I. INTRODUCTION TO THE PSYCHOLOGY OF PERSONALITY	Definition Psychology of Personality Historical background
BLOCK II. STRUCTURAL AND DYNAMIC DETERMINANTS OF CONDUCT	Cognitive-experimental domain Biological domain Humanistic-existential domain Intrapsychic domain Dispositional domain
BLOCK III. PERSONALITY AND ADAPTATION	Emotions and personality Personality: Stress, coping, adaptation and health. Perceived self-efficacy. Self Control Personality psychology of personality disorders. Personality and Psychopathology

### Temporary organization of learning:

Block of content	Number of sessions	Hours
BLOCK I. INTRODUCTION TO THE PSYCHOLOGY OF PERSONALITY	8,00	16,00
BLOCK II. STRUCTURAL AND DYNAMIC DETERMINANTS OF CONDUCT	15,00	30,00
BLOCK III. PERSONALITY AND ADAPTATION	7,00	14,00



## References

### BASIC BIBLIOGRAPHY

Randy J. Larsen, David M. Buss (2022) *Psicología de la personalidad*. 7.ª Edición Madrid: McGraw Hill.

Bermúdez, J. Pérez, A., Rueda, B.; Ruíz Caballero, J. A. y Sanjuán P. (2011). *Psicología de la personalidad*. Madrid: U.N.E.D.

Moreno, Bernardo (2007). *Psicología de la personalidad. Procesos*. Madrid: Thompson.

Larsen, R. y Buss, D. (2005) *Psicología de la personalidad*. México: McGraw Hill.

Ortet, G. y Sanchís, M.C. (2005). *Prácticas de Psicología de la Personalidad*. Barcelona: Ariel

Schultz, D. y Schultz, P. (2002): *Teorías de la Personalidad*. Madrid: Thomson-Paraninfo.

Belloch Fuster, A., Fernandez-Alvarez H., Pascual-Vera B., (2019). *Guía de intervención en Trastornos de la Personalidad*. Madrid: Síntesis

### COMPLEMENTARY BIBLIOGRAPHY:

Brody, N. y Ehrlichman, H. (2000). *Psicología de la Personalidad*. Madrid: Prentice-Hall.

Engler, Barbara (1996). *Introducción a las teorías de la personalidad*. México: McGraw-Hill.

Fierro, A. (2002). *Personalidad, persona, acción. Un tratado de Psicología*. Madrid: Alianza.

Pelechano, V. (2000): *Psicología Sistemática de la Personalidad*. Barcelona: Ariel.

Polaino, A. (2003): *Fundamentos de Psicología de la personalidad*. Madrid: Ediciones Rialp.

Cloninger, Susan C. (2003). *Teorías de la personalidad*. México: Pearson educación.