Personality Psychology

7.1 Module Overview

Module Number		Module Title	Personality Psychology					
Stage of Principal Programme			3	**Semester**	1	**Duration.** *(Weeks F/T)*	12	**ECTS** 5
Mandatory / Elective (M/E)	E Core	**Hours of Learner Effort / Week**	2					

Analysis of required hours of learning effort		
Teaching and Learning Modalities	**✓if relevant to this module**	**Approx. proportion of total (hours)**
Contact Hours		
In person face-to-face	✓	24
Synchronous		
Indirect/Non-Contact Hours		
Asynchronous		
Work Based		
Other • Independent reading, engagement with VLE, research and preparation of assessments	✓	101
Total		125

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	120

Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.		
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	**Qualifications & experience required**	**Staff - Learner Ratio X:Y**
Lecturer	A minimum level 9 qualification in Psychology or closely cognate area	1:120

Assessment Techniques – percentage contribution					
Continuous Assessment	30%	**Proctored Exam – in person**	70%	**Practical Skills Based**	
Project		**Proctored Exam - online**		**Work Based**	
Capstone (Y/N)?	N	**If Yes, describe**			

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)

MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Compare and contrast each of the major perspectives of personality.	**1, 2**
2. Explain the relevance of past and current research within personality psychology to the evaluation of personality theories and their applications.	**1, 2**
3. Demonstrate the use and purpose of common personality tests.	**1**

4.	Apply basic principles of personality psychology to the understanding of everyday life such as interpersonal relations, workplace issues, etc.	**8**
5.	Critically analyse theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.	**1, 2**

7.3   Indicative Module Content, Organisation and Structure

This module aims to enhance the learners understanding of personality psychology and individual differences. The objectives are to impart knowledge and underpin learning across domains such as the overall psychological makeup of people, the psychological differences among individuals and the similarities found within human nature. Learners are reinforced in their comprehension of the psychoanalytic approach to personality; learning theory perspectives on personality; cognitive personality theories, humanistic personality theories and the biological basis of personality.

Over the course of 12 weeks the learners will cover topics such as:

1. **What is personality psychology?**
   - Individual difference in psychological dispositions**.**

2. **Trait psychology**
   - **16 factor model 'The Big Five'**

3. **Personality Processes**
   - Extraversion vs. introversion
   - Affective, behavioural and cognitive components of personality

4. **Psychoanalytic approaches to personality**
   - Freud's contributions
   - Id, ego and super-ego
   - Development of psychoanalytic theory since Freud's death

5. **Biological approaches to personality**
   - Evolution and genetics
   - Brain structure and function

6. **Cognitive approaches to personality**
   - Personal constructs
   - Attributions
   - Coping strategies

7. **Personality change and development**
   - Rank-order stability
   - Child and adult temperament

8. **The assessment of personality**
   - Psychometric reliability
   - Validity Interview methods

9. **Personality and mental disorders**
   - Intersection with clinical and health psychology
   - Depression and Schizophrenia
   - Dissociative identity disorder (DID)

10. Psychobiography and life narratives
- Intelligence and cognitive abilities
- Intelligence and Everyday life.

11. Emotional intelligence (EI)
- Ability EI
- Trait EL
- Mayer-Salovey-Caruso EI test.

12. A review of the course.

7.4	Work-based learning and practice-placement *(if applicable)*

N/A

7.5	Specific module resources required *(if applicable)*

N/A

7.6	Application of programme teaching, learning and assessment strategies to this module

The content of this module is delivered in lectures. The lecturer uses research informed theories, analysis and critique in delivering the content. Learners are encouraged to develop their critical thinking and research skills. Learners are given the opportunity to apply psychological theories and research to real world scenarios.

Presentation
The presentation gives learners an opportunity to showcase their knowledge of key theories and research in personality psychology and consider their implications. Learners present their work in a presentation format – utilizing their digital literacy, communication and creative skills (MIMLOS 2,4)

Exam
The two-hour proctored exam allows learners to demonstrate their understanding of the core concepts, psychological theories and research studied in the course. This form of assessment encourages learners to describe, compare and critique research and theories (MIMLOS 1,2,3,4,5)

7.7	Summative Assessment Strategy for this module	
MIMLOs	***Technique(s)***	***Weighting***
2, 4	In-Class Presentation, based on a personality psychology topic	**30%**
1-5	Exam	**70%**

7.8	Sample Assessment Materials

Presentation:
The in-class presentation will be based on a personality psychology topic. The presentation requirements:
15 minutes in length
    Presentation must adhere to following guidelines:
1) Full Article Title and Reference (including doi number where applicable)
2) Summary of Background / Introduction to the Topic
3) Article Aims and Objectives
4) Methodology (Brief Summary of Methods Used)
5) Key findings (Summary of key findings)
6) Strengths and Limitations
7) Overall Implications of Findings

8) Conclusions (can include here areas for future research)
9) References (APA 7 Style only- make sure the reference list slide is formatted in APA)

Clarity of presentation (speech, length etc.)
The use of interactive tools (powerpoint, Prezi, web-based interactions)

Exam:
The exam will require completing two out of four questions and will be of 2-hour duration. Sample questions include:

1. Cattell's "Big Five" model of personality debatably changed the landscape of personality psychology. Critically evaluate the extent to which these traits are innate or learned from our environment by referencing literature.

2. Compare and contrast any two psychological theories of personality and critically appraise these in terms of the contributions these provided to our understanding of psychology with reference to appropriate literature. Include reference to psychological research in your answer.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's Regulations in Relation to Assessment and Standards unless otherwise indicated.

| 7.9 | Indicative reading lists and other information resources |

Indicative Core Reading:

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (5th ed., text rev.)*. https://doi.org/10.1176/appi.books.9780890425787

Haslam, N., and Smilie, L. (2022). *An Introduction to Personality, Individual Differences and Intelligence*, (3rd ed.). London: Sage.

Maltby, J., Day, L., and Macaskill, A. (2022). *Personality, Individual Difference and Intelligence*, (5th ed.). Harlow: Pearson.

Krumov, K.. (2013). *Cross-Cultural Psychology: Why Culture Matters.* Information Age Publishing.

Magnusson, E., & Marecek. J. (2012). *Gender and Culture in Psychology: Theories and Practices*. Cambridge University Press.

Matsumoto, D., & Fons J. R. van de Vijver. (2011). *Cross-Cultural Research Methods in Psychology*. Cambridge University Press.

Other Reading:

Coaley, K. (2014). *An Introduction to Psychological Assessment and Psychometrics*. London: Sage.

Flanagan, D. P., & Harrison, P. L. (2012). *Contemporary Intellectual Assessment*. London: The Guildford Press.

Recommended Viewing:

TED Talks-Various Personality Psychology Topics.