Personality Psychology

Module title			
Personality Psychology			
Module NFQ level (only if an NFQ level can be demonstrated)	**Module number / reference**	**ECTS Value**	**Duration**
8		**5**	**12 weeks**
Parent programme(s). Principal programme title, and embedded(s) if relevant		**Stage of parent programme**	**Semester No.**
BA (Honours) in Psychology		**3**	**1**
Teaching and Learning modes	**Proportion** (% of Total Directed Learning)		
Classroom / Face to Face	**19.2%**		
Workplace			
Online			
Other (Identify)	**80.8% (Directed and self-directed Learning)**		
Entry requirements (statement of knowledge, skill and competence)			
Successful completion of Stage 2 of the programme or equivalent is required for entry onto Stage 3.			
Maximum number of learners per instance of the module	40		
Average (over the duration of the module) of the contact hours per week	2		
Pre-requisite module title(s) (if any)			
Co-requisite module title(s) (if any)			
Is this a capstone module? (Yes or No)	No		
Module-specific physical resources and support required per centre (or instance of the module)			
Lecture hall, Library, IT Resources			
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.			
Role e.g. Tutor, Mentor etc.	**Qualifications & experience required:**		**# of Staff with this profile (WTEs)**
Lecturer	Minimum level 9 qualification in Psychology with teaching and/or research competence in the area		100%

Analysis of required learning effort										
							Hours of Learner effort			
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning	Independent learning	Other (specify)	Work-based learning	Total effort
Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner					
24	1:10						**101**			**125**

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	30%			70%	**100%**

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	Personality is defined as individual differences in characteristic patterns of thinking, feeling and behaving. The rationale for including this module is that it is a core element of an undergraduate degree in psychology. The module builds on the Stage 1 *Individual Differences* module, which introduces the learner to the theories and constructs of the study of human personality. This module provides the learner with an experiential learning process that will further develop an understanding of the complex theoretical and conceptual issues involved in the measurement and assessment of personality and individual differences. Learners will study two key areas of human personality: (1) understanding individual differences, in particular personality characteristics, and (2) understanding how the various parts of a person come together as a whole. Throughout the module content, the learner will engage with the main theories of personality and use contemporary empirical evidence to explore the complex relationship between personality and behaviour.
Module Aims and Objectives	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.
Minimum Intended Module Learning Outcomes	On successful completion of this module, learners should be able to: 1. Compare and contrast each of the major perspectives of personality. (MIPLO 2, 4, 6, 8) 2. Explain the relevance of past and current research within personality psychology to the evaluation of personality theories and their applications. (MIPLO 1, 2, 3, 6) 3. Demonstrate the use and purpose of common personality tests. (MIPLO 4) 4. Apply basic principles of personality psychology to the understanding of everyday life such as interpersonal relations, workplace issues, etc. (MIPLO 5, 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. (MIPLO 1, 4, 6, 7)
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. Module Moodle Page to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.

Module Content, Organisation and Structure	Over the course of 12 weeks the learners will cover topics such as:
	
	What is personality psychology?
	    Individual difference in psychological dispositions.
	
	Trait psychology
	    16 factor model
	    'The Big Five'
	
	Personality Processes
	    Extraversion vs. introversion
	    Affective, behavioural and cognitive components of personality
	
	Psychoanalytic approaches to personality
	    Freud's contributions
	    Id, ego and super-ego
	    Development of psychoanalytic theory since Freud's death
	
	Biological approaches to personality
	    Evolution and genetics
	    Brain structure and function
	
	Cognitive approaches to personality
	    Personal constructs
	    Attributions
	    Coping strategies
	
	Personality change and development
	    Rank-order stability
	    Child and adult temperament
	    Trauma and personality
	
	The Assessment of Personality
	    Psychological testing and measurement issues
	    Psychometric reliability
	    Validity
	    Interview methods
	
	Personality and Psychological Disorders
	    Intersection with Clinical and Abnormal Psychology
	    Borderline Personality Disorder (BPD)

	Antisocial Personality Disorder Narcissistic Personality Disorder **The Person vs Situation Debate**
Module Teaching and Learning (including formative assessment) Strategy	Lectures will deliver the module content, and small group discussions will allow learners to apply the knowledge and theory learned. Prescribed readings will be used to encourage engagement by learners and provide a basis for formative assessment or assessment for learning (Carlow College Teaching and Learning Strategy). This type of assessment may not be on course content, but acts as a way of facilitating critical and independent thinking. Moodle will be used to deliver material and additional readings and links to relevant websites. Learners may also upload material for peer-learning purposes.
Work-Based Learning and Practice-Placement	N/A
E-Learning	N/A
Specifications for Module Staffing Requirements	Staff: Learner ratio is typical of the overall programme approach with a maximum of 40 learners, but where there are cross-programme modules, the maximum staff: learner ratio may vary between 50 and an upper limit of 120. Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.
Module Summative Assessment Strategy	This module will be assessed by Continuous Assessment, worth 30% and a final proctored examination, worth 70%.
Sample Assessment Materials	**Continuous Assessment**: This will consist of an in-class presentation. The aim of this assignment is to present an evaluation of a journal article reporting research within one of the key areas of personality psychology. Presentations should contain the following sections: • Article reference • Background introduction • Article aim and novel contribution • Methodology • Key findings • The Implications of the Research • Conclusions • References **Final Exam:** Learners will be asked to complete two out of four questions over a two hour period. 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
Reading Lists and Other Information Resources	**Essential Reading:** Burger, J. M. (2018). *Personality (*10th Ed.). New York: Thomson Learning Wadsworth Cooper, C. (2020). *Individual Differences and Personality* (4th Ed.). Oxfordshire: Routledge Forsythe, A. (2019). *Key Thinkers in Individual Differences*. Oxfordshire: Routledge **Other Reading:** Coaley, K. (2014). *An Introduction to Psychological Assessment and Psychometrics.* London: Sage Flanagan, D. P., and Harrison, P.L. (2012). *Contemporary Intellectual Assessment.* London: The Guildford Press Learners will also be supplied with articles from journals such as: *Personality and Individual Differences* *Learning and Individual Differences* *Journal of Individual Differences* *European Journal of Personality* *Journal of Personality* **Recommended Viewing:** Ted Talks-Various Personality Psychology Topics.
Module Physical Resource Requirements	Lecture hall Internet Projector Speakers WIFI