



## Syllabus Course Program



# General Psychology. Personality Psychology

### Specialty

053 Psychology

### Institute

Educational and Scientific Institute of Social and Humanitarian Technologies

### Educational program

Psychology

### Department

Pedagogy and Psychology and Social System Control named after I. A. Ziaziun (301)

### Level of education

Bachelor's level

### Course type

Special (professional) training

### Semester

3

### Language of instruction

English

## Lecturers and course developers



Iryna Kostyria

[Irina.Kostyria@kmpi.edu.ua](mailto:Irina.Kostyria@kmpi.edu.ua)

Candidate of Pedagogical Sciences, Associate Professor of the Department of Pedagogy and Psychology of Social Systems Management named after Academician I.A. Zyazyun, NTU "KhPI".

Experience in scientific and pedagogical activity - 8 years. Author of more than 80 scientific and educational works. Leading lecturer in the disciplines: "General Psychology. Personality Psychology" (in English), "Environmental Psychology" (in English).

More about the teacher on the department's website

<https://web.kpi.kharkov.ua/ppuss/uk/portfolio-kostiri-irini-valentinivni/>

## General information

### Summary

The discipline "General Psychology. Personality Psychology" is devoted to the study of the fundamental problems of psychological science related to human personality. Students get acquainted with the theoretical foundations of personality psychology, learn to analyze existing psychological theories independently. Considerable attention is paid to methodological issues, as well as specific approaches to theories and methods of research and practice. The course deals with general theoretical and methodological problems of personality psychology, as well as specific issues of personality formation in historical and ontogenetic aspects, as well as well-known concepts in the field of personality psychology.

### Course objectives and goals

The purpose of the course is to familiarize students with the basic concepts and problems of personality psychology, patterns of personality development in the course of life, tracing the links between the methodological, theoretical and empirical levels of scientific knowledge.

## **Format of classes**

Lectures, practical classes, independent work, consultations. Final control in the form of an credit.

## **Competencies**

### **General competences:**

GC1. Ability to apply knowledge in practical situations.

GC2. Knowledge and understanding of the subject area and understanding of professional activities.

GC3. Skills in the use of information and communication technologies.

GC4. Ability to learn and master modern knowledge.

GC13. Ability to apply knowledge of the biological and physiological basis of the human psyche for use in psychological practice.

GC14. Ability to compare physical (biological), social, cultural, psychological characteristics of an individual, personality.

### **Competencies of specialization:**

CS1. Ability to operate with the categorical and conceptual apparatus of psychology.

CS2. Ability to retrospectively analyze domestic and foreign experience in understanding the nature of the emergence, functioning and development of mental phenomena.

CS11. Ability to personal and professional self-improvement, learning and self-development.

CS12. To know and understand the subject area and understand the future profession.

### **Learning outcomes**

LO1. Analyze and explain mental phenomena, identify psychological problems and suggest ways to solve them.

LO2. Understand the patterns and features of the development and functioning of mental phenomena in the context of professional tasks, illustrate with examples.

LO 4. Justify one's own position, draw independent conclusions based on the results of one's own research and analysis of literary sources.

LO6. Formulate the purpose, objectives of the study, have the skills to collect primary material, follow the research procedure.

LO7. Reflect and critically evaluate the reliability of the results of psychological research, formulate reasoned conclusions.

LO8. Present the results of own research orally/written for specialists and non-specialists.

LO10. To formulate an opinion logically, accessible, to discuss, to defend one's own position, to modify statements in accordance with the cultural characteristics of the interlocutor.

LO 11. Draw up and implement a plan for the consultation process, taking into account the specifics of the request and individual characteristics of the client, ensure the effectiveness of their own actions.

LO 12. To develop and implement a program of psychoprophylactic and educational activities, psychological assistance measures in the form of lectures, conversations, round tables, games, trainings, etc. in accordance with the requirements of the customer.

### **Student workload**

The total volume of the course is 150 hours (5 ECTS credits): lectures - 32 hours, practical classes - 32 hours, self-study - 86 hours.

### **Course prerequisites**

To successfully complete the course, you need to know: theory and practice of leader formation, introduction to the specialty, anthropology, history of psychology, etc.

### **Features of the course, teaching and learning methods, and technologies**

Lectures are conducted interactively using multimedia technologies. Lectures include: story, explanation, demonstration, discussion.

In practical classes, students perform individual tasks.

According to the sources of knowledge, the following teaching methods are used: verbal - conversation, discussion, lecture, work with the book; visual - presentation; documentary - work with

documents, analysis, preparation of documents; interactive - selection and discussion of video materials, cases, speech with presentation; self-study - processing of lecture material.

By the nature of the logic of knowledge, the following methods are used: analytical, synthetic, analytical-synthetic, inductive, deductive.

By the level of independent mental activity, methods are used: problematic, partially exploratory, research.

Learning materials available to students in Google Disk and One Drive cloud environments

## **Program of the course**

### **Topics of the lectures**

#### **Topic 1: Overview of Theories of Personality**

History of the formation of personality psychology. Object, subject, tasks, methodological principles and functions of personality psychology. Psychology of personality in the system of sciences. Categorical apparatus of personality psychology. The purpose and tasks of personality psychology in the system of knowledge about personality. Concepts: man, individual, individuality, personality in modern psychology. Personality as a product of socio-historical and ontogenetic development.

#### **Topic 2: Temperament**

The concept of temperament. Theories of the origin of temperament. The theory of temperament of I. Kant. Constitutional theory of temperament by E. Krachmer. Eysenck's 2-factor model of temperament. The relationship of the nervous system and temperament (I. Pavlov). Characteristics of temperament types. Basic properties of temperament. The relationship of temperament with other personality traits.

#### **Topic 3. Sigmund Freud: Psychoanalysis**

Instincts: The Propelling Forces of the Personality. Types of Instincts. The Levels of Personality. The Structure of Personality The Id. The Ego. The Superego. Anxiety: A Threat to the Ego. Reality Anxiety, Neurotic Anxiety, and Moral Anxiety. Defenses Against Anxiety. Assessment in Freud's Theory. Free Association. Dream Analysis.

#### **Topic 4. The Neopsychoanalytic Approach**

Jung's developmental stages. Psychic Energy: Opposites, Equivalence, and Entropy. The Ego. The Attitudes: Extraversion and Introversion. Psychological Functions. Psychological Types. The Personal Unconscious. Complexes. The Collective Unconscious. Archetypes

#### **Topic 5. Alfred Adler: Individual Psychology**

Inferiority Feelings: The Source of Human Striving. The Inferiority Complex. The Superiority Complex. Striving for Superiority, or Perfection. Fictional Finalism. The Style of Life. The Creative Power of the Self. Dominant, Getting, Avoiding, and Socially Useful Styles. Social Interest. Birth Order. The First-Born Child. The Second-Born Child. The Youngest Child. The Only Child. Questions About Human Nature.

#### **Topic 6. Karen Horney: Neurotic Needs and Trends**

The Childhood Need for Safety . Basic Anxiety: The Foundation of Neurosis. Neurotic Needs and Trends. The Compliant Personality. The Aggressive Personality. The Detached Personality. The Idealized Self-Image.

#### **Topic 7. Henry Murray: Personology**

Principles of Personology. The Divisions of Personality The Id. The Superego. Needs: The Motivators of Behavior . Types of Needs Primary and secondary needs. Reactive and proactive needs. Characteristics of Needs. Personality Development in Childhood Complexes. Stages of Development The claustral stage.

#### **Topic 8. Erik Erikson: Identity Theory**

Psychosocial Stages of Personality Development. Trust versus Mistrust. Autonomy versus Doubt and Shame. Initiative versus Guilt. Industriousness versus Inferiority. Identity Cohesion versus Role Confusion: The Identity Crisis. Intimacy versus Isolation. Generativity versus Stagnation. Ego Integrity versus Despair. Basic Weaknesses. Questions About Human Nature.

### **.Topic 9. Gordon Allport: Motivation and Personality.**

The Nature of Personality. Heredity and Environment. Two Distinct Personalities. Personality Traits. Personal Dispositions. Habits and Attitudes. Motivation: The Functional Autonomy of Motives. Perseverative Functional Autonomy. Propriate Functional Autonomy. Propriate patterning. Personality Development in Childhood: The Unique Self. Stages of Development.

### **Topic 10. The Humanistic Approach. Abraham Maslow: Needs-Hierarchy Theory**

Personality Development: The Hierarchy of Needs. Characteristics of Needs. Physiological Needs. Safety Needs. Belongingness and Love Needs. Esteem Needs. The Self-Actualization Need. Cognitive Needs. The Study of Self-Actualizers.

### **Topic 11: The Humanistic Approach. Carl Rogers: Self-Actualization Theory**

The Self and the Tendency toward Actualization. The Experiential World. The Development of the Self in Childhood. Characteristics of Fully Functioning Persons. Questions about Human Nature. Rogers's Personality Theory.

### **Topic 12 The Cognitive Approach. George Kelly: Personal Construct Theory**

The Cognitive Movement in Psychology. An Intellectual Approach to Counseling. Personal Construct Theory. Ways of Anticipating Life Events. The Construction Corollary. The Individuality Corollary. The Organization Corollary. The Dichotomy Corollary. The Choice Corollary. The Range Corollary. The Experience Corollary. The Modulation Corollary. The Fragmentation Corollary. The Commonality Corollary. The Sociality Corollary.

### **Topic 13: The Behavioral Approach. B. F. Skinner: Reinforcement Theory**

Reinforcement: The Basis of Behavior. Operant Conditioning and the Skinner Box. From the Skinner Box to the Real World. Operating on the Environment. Personality: A Collection of Operant Behaviors. Schedules of Reinforcement. Fixed Interval. Fixed Ratio. Variable Interval. Variable Ratio. The Shaping of Behavior. Superstitious Behavior. The Self-Control of Behavior. Stimulus Avoidance. Self-Administered Satiation. Aversive Stimulation. Self-Reinforcement. Benefits of Self-Control. Applications of Operant Conditioning. Token Economy Programs. Behavior Modification Programs. Punishment and Negative Reinforcement. Questions about Human Nature. Assessment in Skinner's Theory. Direct Observation of Behavior. Self-Reports of Behavior. Physiological Measurements of Behavior. Research on Skinner's Theory. Reflections on Skinner's Theory.

### **Topic 14: The Social-Learning Approach. Albert Bandura: Modeling Theory**

Finding Psychology. Modeling: The Basis of Observational Learning. Other Modeling Studies. Disinhibition. The Effects of Society's Models. Characteristics of the Modeling Situation. The Processes of Observational Learning. Attentional Processes. Retention Processes. Production Processes. Incentive and Motivational Processes. Self-Reinforcement and Self-Efficacy. Self-Reinforcement. Self-Efficacy, or "Believing You Can". Developmental Stages of Self-Efficacy. Behavior Modification. Fears and Phobias. Advantages of Modeling Therapy. Anxiety. Ethical Issues in Behavior Modification. Questions about Human Nature. Assessment in Bandura's Theory.

### **Topic 15: The Limited-Domain Approach. Facets of Personality: Taking Control, Taking Chances, and Finding Happiness.**

Julian Rotter: Locus of Control. Internal versus External Control of Reinforcement. Marvin Zuckerman: Sensation Seeking. Martin E. P. Seligman: Learned Helplessness and the Optimistic/Pessimistic. Martin Seligman: Positive Psychology. Characteristics and Causes of Happiness. Self-Efficacy and Internal Locus of Control.

### **Topic 16: The Limited-Domain Approach. Personality in Perspective**

The Genetic Factor. The Environmental Factor. The Learning Factor. The Parental Factor. The Developmental Factor. The Consciousness Factor. The Unconscious Factor.

## **Topics of practical classes**

### **Topic 1: Introduction to Personality Psychology**

Personality: What It Is and Why You Should Care. Personality roots. SWOT of your personality. Personality research methods.

### **Topic 2. Sigmund Freud: Psychoanalysis.**



Influence of Freud's life on his theory. The main ideas of Melanie Klein. How her ideas were different from ideas of Freud. Practical sense of her ideas. The main ideas of Donald Winnicott. How his ideas were different from ideas of Freud? Practical sense of her ideas.

### **Topic 3 . Carl Jung: Analytical Psychology**

Jung's developmental stages. Questions About Human Nature. Assessment in Jung's Theory. Word Association.

### **Topic 4. Alfred Adler: Individual Psychology**

The Life of Adler. Relations with Freud. Inferiority Feelings: The Source of All. Human Striving. The Inferiority Complex. Causes of inferiority Complexes. The Superiority Complex. Striving for Superiority, or Perfection. Fictional Finalism. The Style of Life. The Creative Power of the Self. Four Basic Styles of Life. Social Interest. The Role of the Mother in Developing Social. Interest. Early Recollections. Adler's Strange Early Memory. Dream Analysis. Measures of Social Interest. Research on Adler's Theory. Criticisms

### **Topic 5. Karen Horney: Neurotic Needs and**

The Life of Horney. Horney's Psychoanalysis. The Childhood Need for Safety and Security. Basic Anxiety: The Foundation of Neurosis. Neurotic Needs. Neurotic Trends. The Compliant Personality. The Aggressive Personality. The Detached Personality. The Dominance of One Trend. Conflict. The Expression of All Three Trends. The Idealized Self-Image. Feminine Psychology. Questions about Human Nature. Assessment in Horney's Theory. Research on Horney's Theory.

### **Topic 6 . Erik Erikson: Identity Theory**

The Life-Span Approach. The Life of Erikson. Psychosocial Stages of Personality. Development. Basic Strengths. Basic Weaknesses. Questions about Human Nature. Assessment in Erikson's Theory. Research on Erikson's Theory. Reflections on Erikson's Theory. Contributions and Criticisms. Recognition and Influence.

### **Topic 7 . Gordon Allport: Motivation and Personality**

The Life of Allport. The Nature of Personality. The Roles of Heredity and Environment. Two Distinct Personalities for Two Stages of Life. Personality Traits. Motivation: What We Strive for. Personality Development in Childhood: The Unique Self. The Healthy Adult Personality. Questions about Human Nature .Assessment in Allport's Theory. Research on Allport's Theory. Reflections on Allport's Theory

### **Topic 8: Raymond Cattell, Hans Eysenck, the Five-Factor Theory, HEXACO, and the Dark Triad**

Predicting Behavior. A Scientific Approach. Factor Analysis. Personality Traits. Cattell's Approach to Personality Traits Common Traits and Unique Traits. Stages of Personality Development. Questions about Human Nature. The Multivariate Approach. A Sample of Research Findings. Reflections on Cattell's Theory. Behavioral Genetics. Hans Eysenck. The Dimensions of Personality. Robert McCrae and Paul Costa: The Five-Factor Model. Michael Ashton and Kibeom Lee: HEXACO: The Six-Factor Model. Delroy Paulhus and Kevin Williams: The Dark Triad of Personality. Reflections on the Trait Approach.

### **Topic 9: Abraham Maslow: Needs-Hierarchy Theory**

The Life of Maslow. Personality Development: The Hierarchy of Needs. The Study of Self-Actualizers. Questions about Human Nature. Assessment in Maslow's Theory. Research on Maslow's Theory. The Hierarchy of Needs. The Belongingness Need. Self-Esteem. Self-Determination Theory. Intrinsic Motivation.

### **Topic 10: Carl Rogers: Self-Actualization Theory**

The Life of Rogers. The Self and the Tendency toward Actualization. The Experiential World. The Development of the Self in Childhood. Characteristics of Fully Functioning Persons. Questions about Human Nature. Assessment in Rogers's Theory. Person-Centered Therapy. Encounter Groups. Psychological Tests. Research on Rogers's Theory. Evaluating Person-Centered Therapy. The Influence of World War II on PersonCentered Therapy. Rogers's Personality Theory.

### **Topic 11: George Kelly: Personal Construct Theory**

The Cognitive Movement in Psychology. An Experiential-Based Theory. Are Psychologists Superior Beings?. Kelly and the Cognitive Movement. Personal Construct Theory. Ways of Anticipating Life Events. The Construction Corollary. The Individuality Corollary. The Organization Corollary. The

Dichotomy Corollary. The Choice Corollary. The Range Corollary. The Experience Corollary. The Modulation Corollary. The Fragmentation Corollary. The Commonality Corollary. The Sociality Corollary. Questions about Human Nature. Assessment in Kelly's Theory. The Interview. Self-Characterization Sketches. The Role Construct Repertory Test. The Role of Dichotomies. Fixed Role Therapy. Research on Kelly's Theory. Stability of Constructs over Time. Effects of Emotional State.

#### **Topic 12: B. F. Skinner: Reinforcement Theory**

The Life of Skinner . A New Identity. A Period of Depression. Reinforcement: The Basis of Behavior. Personality: A Collection of Operant Behaviors. Schedules of Reinforcement. The Shaping of Behavior. Superstitious Behavior. The Self-Control of Behavior. Applications of Operant Conditioning. Questions about Human Nature. Assessment in Skinner's Theory. Direct Observation of Behavior. Self-Reports of Behavior. Physiological Measurements of Behavior.

#### **Topic 13: Albert Bandura: Modeling Theory**

Vicarious Reinforcement. The Role of Cognitive Processes. A Less Extreme Form of Behaviorism. The Life of Bandura . Modeling: The Basis of Observational Learning. Disinhibition. The Effects of Society's Models. Characteristics of the Modeling Situation. Self-Reinforcement and Self-Efficacy. Developmental Stages of Self-Efficacy. Questions about Human Nature. Assessment in Bandura's Theory. Research on Bandura's Theory. Self-Efficacy. Collective Efficacy. The Relationship between Aggressive Behavior and Televised and Online Violence. Reflections on Bandura's Theory. The Widespread Use of Role Models.

#### **Topic 14: Facets of Personality: Taking Control, Taking Chances, and Finding Happiness**

Julian Rotter: Locus of Control. Internal versus External Control of Reinforcement. Assessment of Locus of Control. Age and Gender Differences. Cultural Differences. Behavioral Differences. Mental Health Differences. Physical Health Differences. Developing Locus of Control in Childhood. Marvin Zuckerman: Sensation Seeking. Assessing Sensation Seeking. Characteristics of Sensation Seekers. Behavioral Differences between High and Low. Sensation Seekers. Personality Differences. Cognitive Processes. Occupational Preferences. Attitudes. Heredity versus Environment. Reflections on Sensation Seeking. Martin E. P. Seligman: Learned Helplessness and the Optimistic/Pessimistic. Explanatory Style. A Shocking Finding. Early Research. Learned Helplessness as Torture. Learned Helplessness and Emotional Health. Animal Research on Learned Helplessness and. Physical Health. Explanatory Style: Optimism and Pessimism. The Development of Learned Helplessness in Childhood. Reflections on Learned Helplessness. Martin Seligman: Positive Psychology. Characteristics and Causes of Happiness. Money. Physical Attractiveness. Health. Age. Adolescence. Older People. Marriage and Social Support. Culture. Geography: Where You Live Is Important. Race and Ethnicity. Personality. Self-Efficacy and Internal Locus of Control. Thinking Positively. Goals. Happiness and Success. Internet Use. Different Kinds of Happiness: Meaning and. Flourishing.

#### **Topic 15: Personality in Perspective**

Which theory is correct? Which one solves the puzzle of personality? The most. complete answer we can suggest is that each of the theories discusses factors. that are influential, to some degree, in shaping our personality. Each theorist has. contributed vital pieces to the puzzle. Now it is time to examine those pieces to. try to see the whole picture.. We will summarize these diverse viewpoints in a brief and broad overview of. the themes, or factors, that have emerged from the work of the various theorists..

#### **Topics of the laboratory classes**

Laboratory work within the discipline is not provided.

#### **Independent work**

The course involves the completion of a term paper in the form of an essay and a computer presentation

in the Power Point program. The result of such work is the student's report in class and readiness to answer questions according to the chosen topic. calculations and modeling is drawn up in a written report. Students are recommended a list of topics and additional materials (videos, articles) for independent study and analysis.

## Course materials and recommended reading

### Basic literature

- 1 Duane P. Schultz and Sydney Ellen Schultz *Theories of Personality*, Eleventh Edition. , Copyright 2017 Cengage.
- Kaplan, R., & Saccuzzo, D. (2012). *Psychological testing: principles, applications and issues* (8th ed.). Belmont, CA: Cengage.
2. Cohen, D. (2012). *The escape of Sigmund Freud*. New York: Overlook Press.
3. Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52, 1–26.
4. Carlson, J., & Maniacci, M. P. (Eds). (2011). *Alfred Adler revisited*. New York: Routledge/Taylor & Francis Group.
5. Mitchell, J. (2014). *Individualism and the moral character: Karen Horney's depth psychology*. Piscataway, NJ: Transaction Publishers. A
6. Nicholson, I. (2003). *Inventing personality: Gordon Allport and the science of selfhood*. Washington, DC: American Psychological Association.
7. Buchanan, R. (2010). *Playing with fire. The controversial career of Hans Eysenck*. New York: Oxford University Press
8. Maslow, A. H. (1996). *The unpublished papers of Abraham Maslow*. Edited by E. Hoffman. Thousand Oaks, CA: Sage.
9. Barrett-Lennard, G. (2013). Origins and evolution of the person-centered innovation in Carl Rogers' lifetime. In Cooper, M., O'Hara, M., Schmid, P., Bohart, A. (Eds.), *Handbook of person-centered psychotherapy and counseling* (2nd ed.). New York: Palgrave Macmillan, pp. 32–45
10. Butt, T. (2008). *George Kelly and the psychology of personal constructs (mind shapers)*. New York: Palgrave Macmillan
11. Cloninger S.C. *Theories of Personality: Understanding Person Textbook*. 4th Edition. New Jersey, Pearson: Prentice Hall, 2003. 570 p.
12. Livesley W. John, Larstone Roseann (eds.) *Handbook of Personality Disorders: Theory, Research, and Treatment* 2nd edition. The Guilford Press, 2018. 730 p.

### Supplementary literature

1. Bandura, A. (2011). But what about that gigantic elephant in the room? In R. Arkin (Ed.), *Most underappreciated: 50 prominent social psychologists describe their most unloved work* (pp. 51–59). New York: Oxford University Press.
2. Bandura, A. (2013). The role of self-efficacy in goal-based motivation. In E. Locke & G. Latham (Eds.), *New developments in goal setting and task performance*
3. Coles, R. (1993). *Anna Freud: The dream of psychoanalysis*. New York: Addison-Wesley
- Crellin, C. (2014). *Jung's Theory of Personality: a Modern Reappraisal*. New York: Routledge/Taylor & Francis Group.
4. Hannah, B. (1976). *Jung: His life and work*. New York: Putnam
5. Erikson, E. H., Erikson, J. M., & Kivnick, H. Q. (1986). *Vital involvement in old age*. New York: Norton.
6. Frick, W. B. (2000). Remembering Maslow: Reflections on a 1968 interview. *Journal of Humanistic Psychology*, 40, 128–147.

## Assessment and grading

### Criteria for assessment of student performance, and the final score structure

100% of the final grade consists of assessment results in the form of an exam (40%) and ongoing assessment (60%).

Exam: written assignment (3 questions on theory) and oral presentation.

Current assessment: 1 online module test and individual assignment (20% each).

A rating system is also provided.

### Grading scale

Total points	National	ECTS
90-100	Excellent	A
82-89	Good	B
75-81	Good	C
64-74	Satisfactory	D
60-63	Satisfactory	E
35-59	Unsatisfactory (requires additional learning)	FX
1-34	Unsatisfactory (requires repetition of the course)	F

### Norms of academic integrity and course policy

The student must adhere to the Code of Ethics of Academic Relations and Integrity of NTU "KhPI": to demonstrate discipline, good manners, kindness, honesty, and responsibility. Conflict situations should be openly discussed in academic groups with a lecturer, and if it is impossible to resolve the conflict, they should be brought to the attention of the Institute's management.

Regulatory and legal documents related to the implementation of the principles of academic integrity at NTU "KhPI" are available on the website: <http://blogs.kpi.kharkov.ua/v2/nv/akademichna-dobrochesnist/>

### Approval

Approved by

Date, signature

Head of the department  
Nina POBUTSKAYA

Date, signature

Guarantor of the educational  
program