

## 1. BASIC INFORMATION

Course	Psychology of Personality and Intelligence
Degree program	Bachelor's degree in psychology
School	Faculty of Health Sciences
Year	1
ECTS	6
Credit type	Compulsory
Language(s)	Spanish / English
Delivery mode	On campus / Virtual
Semester	2
Academic year	2025-2026
Coordinating professor	Ana Pova

## 2. PRESENTATION

The subject Psychology of Personality and Intelligence is a compulsory course in the Psychology degree program. Its main objective is for students to acquire a deep understanding of individual differences in human behavior, with a particular focus on two major dimensions: personality and intelligence. This knowledge is essential for professional practice, as it enables accurate assessment and intervention tailored to each individual's characteristics.

The course begins with an exploration of the historical background, key concepts, and scope of the psychology of human differences, providing the theoretical framework necessary to understand the evolution and current focus of this discipline. It also introduces the use of the scientific method in the study of individual differences, emphasizing rigor and objectivity in psychological research.

A key topic addressed is the interaction between heredity and environment, considered a fundamental basis for explaining variability in psychological traits such as personality and intelligence. Building on this foundation, the core content of the course is developed.

From a practical perspective, students will be encouraged to engage in critical analysis and work with assessment tools through activities such as case studies, applied exercises, and oral presentations. The aim is for students to acquire not only theoretical knowledge but also the practical skills necessary to apply and analyze this knowledge in real-world contexts.

This course is closely related to other subjects in the Psychology degree program, such as Psychological Assessment, Psychopathology, Psychodiagnosis, and Psychological Intervention Techniques, forming an essential foundation for professional development in various areas of psychology.

### 3. LEARNING OUTCOMES

#### **Knowledge**

KN02. Know the basic laws of the different psychological processes.

KNO04. Know the biological foundations of human behaviour and of psychological functions.

KNO05. Know the psychosocial principles of the functioning of groups and organisations.

#### **Skills**

SK01. Know how to analyse the needs and demands of recipients from a psychological perspective.

SK09. Know how to plan an assessment of course syllabuses and interventions.

#### **Competences**

CP01. Be able to establish psychological action goals in different contexts, proposing and negotiating the goals with recipients and relevant parties.

CP07. Know how to design and adapt tools, products and services according to prerequisites and restrictions.

CP10. Be able to select and building indicators and measuring techniques to assess course syllabuses and interventions.

CDC02. Transmit messages (ideas, concepts, feelings, arguments), both orally and in writing, strategically aligning the interests of the different stakeholders involved in the communication in the academic and professional environment.

CDC06. Integrate analysis with critical thinking in a process of evaluating different ideas or professional possibilities and their potential for error, based on evidence and objective data leading to effective and valid decision-making.

### **LEARNING OUTCOMES**

When students finish the subject, they will have knowledge of:

- The importance and value of the individual versus the group.
- The role of intelligence and personality in behaviour.
- Implications of deviations in intelligence and personality for behaviour.
- Different theoretical and practical models.

### 4. CONTENT

- Historical background, concept and purpose of the psychology of human differences
- Scientific method in the psychology of human differences.
- Inheritance-environment.
- Personality.
- Factorial, cognitive and biological models of personality.
- Personality Assessment.

- Intelligence.
- Factorial, cognitive and biological models of personality.
- Intelligence Assessment.
- Differences between groups.

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Case studies
- Students oral presentations
- Problem-based learning
- Lectures

## 6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

### Campus-based mode:

Learning activity	Number of hours
Case studies	20
Practical exercises	15
Formative evaluation (feedback of evaluation tests)	5
Research activities	10
Lectures	35
Problem solving exercises	10
Face-to-face tutoring	5
Autonomous work	50
<b>TOTAL</b>	<b>150</b>

### Virtual mode:

Learning activity	Number of hours
Online forums	20
Webinar	30
Autonomous work	50

Case studies	20
Research activities (scientific / case studies) and projects	10
Formative evaluation (feedback of evaluation tests) via webconference	5
Problem solving exercises	10
Virtual tutoring	5
<b>TOTAL</b>	<b>150</b>

## 7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

### Campus-based mode:

Assessment system	Weight
Face-to-face Knowledge test	60%
Learning Folder	20%
Reports and written work	10%
Portfolio (document compiling student work, providing information on the results of the teaching-learning process)	10%

### Virtual mode:

Assessment system	Weight
Virtual Knowledge test	60%
Learning Folder	20%
Reports and written work	10%
Portfolio (document compiling student work, providing information on the results of the teaching-learning process)	10%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

### 7.1. Ordinary call period

#### Campus-based mode:

To pass the course in the Ordinary call period you must obtain a grade greater than or equal to 5,0 out of 10,0 in each of the assessment systems of the course.

**If cases of plagiarism are detected** in any of the activities delivered, the grade will be **0** and this activity will be suspended during the Ordinary call period. **Late delivery of activities is not allowed either (it will be evaluated with a "0"), except in duly justified cases.** These activities must be recovered in Extraordinary call period, applying rules of the assessment period.

Finally, to pass the course in the Ordinary Exam period, **a minimum of 50% of class attendance is required.**

**Absence excuses do not imply the elimination of such absences in any case.**

**The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard and for the purposes of the consumption of calls the student must be aware that, if he/she presents any assessment system provided in the Learning Guide, in the Ordinary Exam period the student will have a global grade of the course, thus consuming call for entries.**

#### **Virtual mode:**

To pass the Subject in Ordinary call period you must obtain a grade greater than or equal to 5,0 out of 10,0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade greater than or equal to 5.0 in the final test, so that it can be averaged with the rest of the activities.

**If cases of plagiarism are detected** in any of the activities submitted, the grade will be **0** and this activity will be suspended during the Ordinary call period. **Late delivery of activities is not allowed either (it will be evaluated with a "0"), except in duly justified cases.** These activities must be recovered in Extraordinary call period, applying the same rules in that call for entries.

**The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulations for the evaluation of Bachelor's Degrees. In this regard, and for the purposes of the consumption of entries, the student must be aware that, if he/she presents any assessment system provided in the Learning Guide, in the Ordinary call period the student will have an overall grade for the course, thus consuming a call for entries.**

## **7.2. Extraordinary call period**

#### **Campus-based mode:**

To pass the course during the Extraordinary call period you must obtain a grade higher than or equal to 5,0 out of 10,0 in each of the Assessment systems of the course.

Activities not passed in the Ordinary call period must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

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(POC) which determines whether or not consumes call for entries and in the exceptional case that only has pending to overcome assessment system/s other than the POC, it will be considered NP if it does not present it/s and will obtain numerical grade if it presents at least one of them.

#### Virtual mode:

To pass the Subject in Extraordinary call period you must obtain a grade greater than or equal to 5,0 out of 10,0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade greater than or equal to 5,0 in the final test, so that it can be averaged with the rest of the activities.

Activities not passed in the Ordinary call period must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

**The European University of Valencia establishes the continuous assessment as a system of evaluation of knowledge, Skills and basic, general, cross-disciplinary and specific Competencies of the qualification of "Bachelor's Degree in Psychology", in accordance with the provisions of the Regulation of evaluation of the Bachelor's Degrees. In this regard and for the purposes of the consumption of entries the student must be aware that in the Extraordinary exam period will be the Objective Test of Knowledge (POC) which determines whether or not consumes call for entries and in the exceptional case that only has pending to overcome assessment system/s other than the POC, will be considered NP if not presented and will obtain a numerical grade if you present at least one of them.**

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

#### Campus-based mode:

Assessable activities	Deadline
Face-to-face Knowledge test	Between week 17 and 19
Learning Folder	Week 3
Reports and written work	Week 8
Portfolio (document compiling student work, providing information on the results of the teaching-learning process)	Week 15

#### Virtual mode:

Assessable activities	Deadline
Virtual Knowledge test	Week 17

Learning Folder	Week 5
Reports and written work	Week 12
Portfolio (document compiling student work, providing information on the results of the teaching-learning process)	Week 16

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. BIBLIOGRAPHY

The main references work for this subject are:

Spanish:

- American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.)
- Bermúdez, J., Pérez-García, A. M., Ruiz Caballero, J. A., Sanjuán, P. y Rueda, B. (2011).
- *Psicología de la Personalidad*. Madrid:UNED.
- Cloninger, S. C. (2009). *Teorías de la personalidad*. Pearson Education.
- Parte de los contenidos teóricos se facilitarán a los alumnos a través de CANVAS, en particular los contenidos elaborados por el equipo docente o artículos específicos. Estarán disponibles tanto en español como en inglés.

English:

- American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.)
- Cloninger, Susan C. (2000). *Theories of Personality: Understanding Person*
- Maltby, John & Day, Liz & Macaskill, Ann. (2010). *Personality, Individual Differences and Intelligence*. Pearson
- Some of the theoretical content will be provided to students through CANVAS, particularly content developed by the teaching team or specific articles. It will be available in both Spanish and English.

The recommended Bibliography are:

- Colom, B. R. (1995). *Tests, inteligencia y personalidad*. Pirámide, Madrid.
- Moreno, B. (2007). *Psicología de la personalidad. Procesos*. Madrid: Thompson.
- Pelechano, V. y Servando, M.A. (2004). *¿Qué es la personalidad?* Madrid: Biblioteca Nueva.
- Cervone, D., & Pervin, L. A. (2019). *Personality: Theory and research* (14th ed.). Wiley.
- Chamorro-Premuzic, T. (2015). *Personality and Individual Differences* (3 rd ed.). Willey. Corr, P. J., & Matthews, G. (Eds.). (2020). *The Cambridge handbook of personality psychology*. Cambridge University Press.
- Roberts, B. W., & Yoon, H. J. (2022). Personality psychology. *Annual Review of Psychology*, 73, 489–516. <https://doi.org/10.1146/annurev-psych-020821-114927>

- Sternberg, R.J. (Ed.) (2018). The Nature of Human Intelligence. New York: Cambridge University Press.
- Sternberg, R.J. (Ed.) (2020). Human Intelligence: An Introduction. New York: Cambridge University Press.
- Sternberg, R.J., & Kaufman, S.B. (Eds.) (2011). The Cambridge Handbook of Intelligence. New York: Cambridge University Press.

## 10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa.uev@universidadeuropea.es](mailto:orientacioneducativa.uev@universidadeuropea.es)

## 11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.