1. BASIC INFORMATION

Course	Psychology of Personality and Intelligence
Degree program	Psychology
School	Biomedical Sciences
Year	Fourth
ECTS	6 ECTS
Credit type	Mandatory
Language(s)	English
Delivery mode	Campus – based
Semester	S1
Academic year	2025/2026
Coordinating professor	Víctor Estal Muñoz
Professor	Juan Carlos Tomás del Río

2. PRESENTATION

This course is correlated to the area of knowledge traditionally known as Differential Psychology. The study of human differences has usually been associated with the study of intelligence and personality. Its objective is the analysis of the main dimensions associated with individual differences, in the context of experimental, physiological, pharmacological, clinical, medical, genetic, statistical and social psychology, as well as exploring the determinants, causes and concomitant factors of individual differences, using concepts derived from these areas.

3. LEARNING OUTCOMES

Knowledge

KN01: Describe the temporal evolution of psychological ideas and knowledge, and the changes that different conceptions of the object of psychology and research methods have undergone over time.

- Describe the importance and value of the individual versus the group.
- Identify the different theoretical approaches of Personality Psychology and Intelligence, along with their contributions and limitations.
- Identify the implications of deviations in intelligence and personality on behavior.

Skills

SK02: Present, personally, in debates and other oral encounters, the basic contents learned in the subject.

- Analyze the contribution of biological, cultural, and psychosocial foundations in the development of psychological differences in both individuals and groups.

- Analyze the role of intelligence and personality in behavior.
- Administer the main assessment instruments for Personality and Intelligence.

Competences

COMP02: Understand the basic laws of different psychological processes in the field of Health Psychology.

COMP03: Understand the main processes and stages of psychological development throughout the life cycle in terms of normality and abnormality in the field of Health Psychology.

COMP04: Understand the biological foundations of human behavior and psychological functions.

COMP05: Understand the psychosocial principles of group and organizational functioning.

COMP08: Understand different research designs, hypothesis formulation and testing procedures, and interpretation of results, and be able to apply them in the field of Health Psychology.

COMP10: Analyze the needs and demands of recipients in different contexts.

COMP11: Be capable of establishing goals for psychological action in different contexts, proposing and negotiating goals with recipients and those affected.

COMP21: Select and administer instruments, products, and services, and be able to identify interested individuals and groups.

COMP22: Design and adapt instruments, products, and services according to requirements and restrictions.

COMP23: Test and validate instruments, products, and services (prototypes or pilot tests).

COMP30: Plan the evaluation of programs and interventions.

COMP31: Select and construct indicators and measurement techniques to evaluate programs and interventions.

COMP33: Analyze and interpret evaluation results.

COMP34: Provide feedback to recipients in an appropriate and accurate manner.

COMP35: Be capable of preparing oral and written reports.

4. CONTENT

The course is structured in 3 modules, with 13 topics in total:

MODULE 1. INTRODUCTION TO DIFFERENTIAL PSYCHOLOGY
1.1. Historical Background, Concept, and Object of the Psychology of Human Differences
1.2. The Scientific Method in the Psychology of Human Differences
1.3. Heredity-Environment

MODULE 2. PERSONALITY

2.1. Introduction and Conceptualization of Personality
2.2. Factorial, Cognitive, and Biological Models of Personality
2.3. Personality Assessment
2.4. Personality Processes
2.5. Group Differences

MODULE 3. INTELLIGENCE

3.1. Introduction and Conceptualization of Intelligence
3.2. Factorial, Cognitive, and Biological Models of Intelligence
3.3. Intelligence Assessment
3.4. Group Differences
3.5. Artificial Intelligence and Creativity

5. TEACHING-LEARNING METHODOLOGIES

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

- Case method
- Presentations by students
- Problem-based learning
- Master class
- Collaborative learning

6. LEARNING ACTIVITIES

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

Learning activity	Number of hours
Practical exercises	20h
Lectures	24h
Asynchronous lectures	6h
Autonomous work	50h
Case analysis	20h
Research	10h
Formative evaluation	3h
Test of knowledge	2h
Problem solving	10h
Tutorials	5h
TOTAL	**150h**

7. ASSESSMENT

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

Assessment system	Weight
Knowledge test: - 30 multiple-choice questions with 3 answer options.	50%
Case analysis and problem solving: - Analysis of the **psychological profile** of a practical case (10%). - Recording of a **podcast program*** (10%).	20%
Reports and writing: - **Creation and presentation of a scientific poster** (10%): analysis of a scientific article related to the study of personality or intelligence, design and defense of a scientific poster. - **Argumentative essay**: logically and empirically defend a topic assigned by the teacher (10%).	20%
Portfolio: - Brief in-class exercises that the student will compile in a practice journal.	10%

*This course will include the **digital competence activity**: "Recording a Podcast," in which students will learn to create digital content. This activity is part of the Digital Development Plan for the Psychology Degree, under Dimension 4.

Attendance

According to Art. 1.4 of the Regulation for the Evaluation of Official Degree Degrees of the European University of Madrid (of the continuous evaluation): "The obligation to justify at least 50% attendance at classes is established as part of necessary for the evaluation process and to comply with the student's right to receive advice, assistance and academic follow-up from the teacher. For these purposes, students must use the technological system that the University puts at their disposal, to accredit their daily attendance to each of their classes. This system will also serve to guarantee objective information on the active role of the student in the classroom.

Those students who have not achieved a 50% attendance rate in the first exam period may be graded as failing and must pass the corresponding objective exams in the second exam period for the subject, where they must obtain a grade equal to or higher than 5.0 out of 10.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5.0 out of 10.0 (weighted average). In any case, you will need to obtain a grade of 5.0 out of 10.0 in the knowledge test (final exam) for it to count towards the final grade. Additionally, you must obtain a grade of at least 5.0 out of 10.0 in each of the assessment systems (Case analysis and problem-solving; Informs and writings; Portfolio).

PLAGIARISM AND USE OF AI

Any student who resorts to or uses illicit means during an evaluation test, or who improperly claims authorship of academic work required for assessment, will receive a failing grade ("0") in all evaluation tests for the exam period in said subject in which the violation occurred, and may also face disciplinary action following the opening of a disciplinary proceeding.

Artificial Intelligence Generated Content: Artificial Intelligence Generated Content (AIGC) tools, such as ChatGPT and other language models (LLMs), cannot be used to generate assignments. These tools also cannot be responsible for any written content in the assignment. If a student has used these tools to develop any part of their work, their use must be described in detail in the assignment. The student is fully responsible for the accuracy of the information provided by the tool and for properly referencing any supporting work. Tools used to improve spelling, grammar, and general editing are not included in these guidelines. The final decision on the appropriateness of the reported use of an AI tool lies with the instructor, academic coordination, and program director.

Delayed submission of mandatory activities

Late submission of mandatory assignments will result in the activity not being assessed, and a numerical grade of 0 will be assigned.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final course grade of at least 5.0 out of 10.0 (weighted average). In any case, you will need to obtain a grade of 5.0 out of 10.0 in the knowledge test (final exam) for it to count towards the final grade. Additionally, you must obtain a grade of at least 5.0 out of 10.0 in each of the assessment systems (Case analysis and problem-solving; Informs and writings; Portfolio).

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

The recovery of group activities such as the scientific poster presentation will be carried out individually if there are not enough students to form a group. For other group activities such as content recording (e.g., podcast), it will be the student's responsibility to find volunteers to participate.

8. SCHEDULE

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

Assessable activities	Deadline
Case analysis and problem solving	At the end of every module
Informs and writings	December
Portfolio	At the end of every module
Exam	January

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. BIBLIOGRAFÍA

The main reference work for this subject is:

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- Cooper, C. (2010). Individual Differences and Personality. Third Edition. London: Hodder Education.
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The recommended Bibliography is:

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- Pueyo, A. y Colom, R. (1999, Coordinadores). Hans Jürgen Eysenck. Psicólogo científico. Madrid: Biblioteca Nueva.
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10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity 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@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.