SAGRADO
Universidad del Sagrado Corazón

SCHOOL OF HEALTH AND SCIENCES

SYLLABUS

TITLE:	Theories of Personality
CODE:	PSI 303
PREREQUISITE	PSI 209
CREDITS:	3 credits | 45 contact hours | 1 term

DESCRIPTION

This course analyzes the main theoretical conceptions related to the formation of personality, starting from the main theories throughout the history of psychology.

JUSTIFICATION

Within human behavior, the study of personality allows us to understand from various theoretical perspectives the factors that are associated with construction and development. This course allows students to have an approach to the study of the various explanations of how personality is formed and established, allowing a greater understanding of the complexity of the human being. The student will be able to learn about the aspects to be considered and understood when studying personality and its impact on the individual from different theoretical perspectives.

COMPETENCES

The course develops the following competences in students:
- **Ethical sense and social justice**
- **Critical questioning**

OBJECTIVES

After completion of the course, students will be able to:

1. Know and distinguish the main theories that explain personality within Psychology.

1

2. Explain human behavior from different theoretical points of view.
3. Critically analyze existing models for the study of personality, identifying best practices within the discipline of Psychology.
4. Recognize the main theoretical models within the field of Psychology.
5. Analyze from different theoretical perspectives the formation of personality and its effect on human behavior.
6. Analyze the ethical factors associated with the study of personality.

CONTENTS

I. Introduction to the Field of Personality Theories
   A. History
   B. Definitions of personality
   C. Personality assessment
   D. Contributions of the study of personality to Psychology
   E. Critical perspective of the study of personality
   F. Ethical factors associated with the study of personality
II. Psychoanalytic Theories
   A. A. Sigmund Freud
      1. The life of Sigmund Freud
      2. Important concepts in the study of personality from this theoretical perspective
      3. Theoretical postulates
      4. Personality levels
      5. Personality structure
      6. Psychosexual stages and their relevance in the study of personality
      7. Structures associated with personality development
III. Neo-Psychoanalytic Theories
   A. Alfred Alder- Individual Psychology
      1. The life of Alfred Adler
      2. Important concepts in the study of personality from this theoretical perspective
      3. Theoretical postulates
      4. Feelings of inferiority/striving for superiority
      5. Lifestyle and personality

6. The relevance of the social interest

7. Birth order

8. How theory contributes to the understanding of the study of personality

B. Karen Horney

1. The life of Karen Horney

2. Important concepts in the study of personality from this theoretical perspective

3. Theoretical postulates

4. Children and the need for security

5. Basic anxiety

6. Neurotic needs and tendencies

7. How theory contributes to the understanding of the study of personality

IV. Life-Cycle Theories

A. Erik Erikson

1. The life of Erik Erikson

2. Important concepts in the study of personality from this theoretical perspective

3. Theoretical postulates.

4. Stages of psychosocial development and personality development

5. Basic weaknesses

6. How does this theory contribute to the understanding of the study of personality?

V. Trait-Based Theories

A. Gordon Allport

1. The Life of Allport

2. Important concepts in the study of personality from this theoretical perspective

3. Theoretical postulates

4. Traits and personality

5. Motivation

6. Personality development and the stage of childhood

7. The healthy adult personality

        8. How the theory contributes to the understanding of the study of personality?

VI. Existential-Humanistic Theory

  A. A. Carl Rogers

     1. The life of Carl Rogers

     2. Important concepts in the study of personality from this theoretical perspective

     3. Theoretical postulates

     4. Self-actualization and personality

     5. The world from experience

     6. Aspects related to the development of the self

     7. Characteristics of fully functioning people

     8. How the theory contributes to the study of personality?

  B. Abraham Maslow

     1. The life of Abraham Maslow

     2. Important concepts in the study of personality from this theoretical perspective

     3. Theoretical postulates

     4. Personality development and the hierarchy of needs

     5. Self-actualized people

     6. How this theory contributes to the study of personality?

VII. Behavioral Theory

  A. B. F. Skinner

     1. The life of B. F. Skinner

     2. Important concepts in the study of personality from this theoretical perspective

     3. Theoretical postulates

     4. Reinforcement and types of behavior

     5. Operant conditioning

     6. Reinforcement programs

     7. Successive approximations

     8. Behavior and personality

     9. How this theory contributes to the study of personality?

VIII. Learning Theory

A. A. Albert Bandura
1. The life of Albert Bandura
2. Important concepts in the study of personality from this theoretical perspective
3. Theoretical postulates
4. Modeling
5. Learning and observation processes
6. Self-reinforcement and self-efficacy
7. Stages of development
8. Reciprocal Determinism and personality
9. Behavior modification
10. How this theory contributes to the study of personality?

IX. Advances in the Study of Personality
A. Contributions of theories to the study of personality
B. The study of personality today

METHODOLOGY

The following strategies from the active learning methodology are recommended:
- Flipped classroom
- Discussion
- Analysis of readings and videos
- Reflection exercises
- Interviews
- Conferences
- Seminars
- Concept maps
- Oral presentations

EVALUATION

Compositions	25%
Partial assignments	25%
Oral presentations	25%
Final project or exam	25%
Total	**100%**

LEARNING ASSESSMENT

The institutional assessment rubric is applied to the course's core activity.

BIBLIOGRAPHY

Allen, B. (2015). *Personality theories development growth and diversity* (5th ed.).

Psychological Press.

Chico, E. (2014). *Manual de psicología de la personalidad*. Editorial Club Universitario.

Cloninger, S. (2003). *Teorías de personalidad*. Prentice Hall.

Corey, G., Schneiden, M., & Corey, C. (2018). *Issues & ethics in the helping*

professions. Cengage Learning.

Engle, B. (2013). Personality theory (9th ed.). Cengage Learning.

Fiest, J., Fiest, G., & Roberts, T. (2017). *Theories of personality*. McGraw Hill.

Schultz, D., Shultz, S. (2010). *Introducción al estudio de la personalidad*. Cengage

Learning.

Schultz, D., Schutz, S. (2013). *Teoría de la personalidad* (9th ed.). Cengage Learning.

Schultz, D., Schutz, S. (2017). *Theories of personality* (11th ed). Cengage Learning.

Shiraev, E. (2016). *Personality theories*. Sage.

ELECTRONIC RESOURCES

Allen, B. P. (2005). *Personality theories: Development, growth, and diversity*.

https://search.proquest.com/legacydocview/EBC/4400030?accountid=39118

Epstein, S. (2014). *Cognitive-experiential theory: An integrative theory of personality*.

https://search.proquest.com/legacydocview/EBC/1665541?accountid=39118

Fernández, L. (2018). Sigmund Freud. *Praxis Filosófica*, 46, 11-41.

http://dx.doi.org/1025100/pfilosofica.v0i46-6201

Jordan, M. E. (Ed.). (2010*). Personality traits: Theory, testing and influences*.

https://search.proquest.com/legacydocview/EBC/3018065?accountid=39118

Journal of Personality. (1945-2019).

http://search.ebscohost.com/login.aspx?direct=true&db=edspub&AN=edp42046&

authtype=sso&custid=s5316525&lang=es&site=eds-

live&scope=site&custid=s5316525

Lenzenweger, M. F., Clarkin, J. F. (Eds.). (2004). *Major theories of personality disorder*.

https://search.proquest.com/legacydocview/EBC/330579?accountid=39118

Lester, D. (2010). *A multiple self-theory of personality*.

https://search.proquest.com/legacydocview/EBC/3018388?accountid=39118

Montaño Sinisterra, M. R., Palacios Cruz, J. L., & Gantiva Díaz, C. A. (2009). Teorías

de la personalidad. Un análisis histórico del concepto y su medición. *Psicología:*

Avances de la disciplina, 3(2), 81-107.

https://www.redalyc.org/pdf/2972/297225531007.pdf

Simkin, H., Pérez-Marín, M. (2018). Personalidad y Autoestima: Un análisis sobre el

importante papel de sus relaciones. *Terapia Psicológica, 36*(1), 15-22.

https://scielo.conicyt.cl/pdf/terpsicol/v36n1/0718-4808-terpsicol-36-01-0019.pdf

Tintaya, P. (2019). Psicología y personalidad. *Revista de Psicología*, 21. 115-134.

http://scielo.org.bo/scielo.php?script=sci-artepid+52223-3032019000100009

Torregrosa López, F. J., López, R. M. (2016). Personalidad y redes sociales: una

revisión sistemática. *Behavior & Law Journal, 2*(1), 11-41.

https://www.researchgate.net/publication/320274087_Personalidad_y_redes_soc

iales_una_revision_sistematica

For more information resources related to the course's topics, access the library's webpage http://biblioteca.sagrado.edu/

REASONABLE ACCOMMODATION

For detailed information on the process and required documentation you should visit the corresponding office. To ensure equal conditions, in compliance with the ADA Act (1990) and the Rehabilitation Act (1973), as amended, any student in need of reasonable accommodation or special assistance must complete the process established by the Vice Presidency for Academic Affairs.

ACADEMIC INTEGRITY

This policy applies to all students enrolled at Universidad del Sagrado Corazón to take courses with or without academic credit. A lack of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a grade of zero in the evaluation and / or repetition of the assignment in the seminar, a grade of F (*) in the seminar, suspension, or expulsion as established in the Academic Integrity Policy effective in November 2022.