

## SYLLABUS

### 1. Program details

1.1 Higher education institution	West University of Timișoara
1.2 Faculty	Psychology and Educational Sciences
1.3 Department	Psychology
1.4 Field of study	Psychology
1.5 Cycle of studies	Bachelor's Degree
1.6 Study program / Qualification	Psychology-Cognitive Science

### 2. Discipline details

2.1 Discipline name	<b>Personality Psychology</b>						
2.2 Tenured teacher - course activities	Prof. Irina MACSINGA, PhD						
2.3 Tenured teacher – seminar / laboratory activities	PhD Student Florina HUZOAICA						
2.4 Study year	2	2.5 Semester	1	2.6 Type of assessment	E	2.7 Discipline regime	DO
2.5 Google Classroom code	<b>dy4ig3t4</b>						

### 3. Estimated total time (hours per semester) of teaching activities

3.1 Number of hours per week	4	Of which: 3.2 course	2	3.3 seminar/laboratory	2
3.4 Total hours from the curriculum	56	Of which: 3.5 course	28	3.6 seminar/laboratory	28
Time fund distribution:					Hours
Study based on the textbook, course material, bibliography, and notes					20
Additional documentation in the library, on specialist electronic platforms / in the field					20
Preparing seminars/labs, homework, papers, portfolios, and essays					23
Tutoring					2
Examinations					4
Other activities					-
3.7 Total hours of individual study	<b>65</b>				
3.8 Total hours per semester	<b>125</b>				
3.9 Number of credits (ECTS)	<b>5</b>				

### 4. Prerequisites (where necessary)

4.1 for curriculum	<ul style="list-style-type: none"> <li>Introduction in psychology; Introduction in Neuroscience</li> </ul>
4.2 for competencies	<ul style="list-style-type: none"> <li>Scientific database searching</li> <li>Academic writing</li> </ul>

## 5. Conditions (where necessary)

5.1 for conducting the course	attendance at a minimum of 50% of the total number of courses (7)
5.2 for conducting the seminar/laboratory	attendance at a minimum of 70% of the total number of courses (9)
5.3. for the use of generative Artificial Intelligence (genAI) in academic tasks	<p>The use of genIA tools (e.g. ChatGPT, Gemini, Claude, Copilot, etc.) is only permitted as support for writing and structuring the material or linguistic revisions.</p> <p>The use of genAI is prohibited for the full generation of written paper (<i>see the Assessment section</i>).</p> <p>The student is required to complete a Transparency Declaration form (made available on the discipline platform) mentioning:</p> <ul style="list-style-type: none"> <li>- the tool used and version</li> <li>- the type of support provided by genIA</li> <li>- how the content was verified and integrated</li> </ul> <p>Failure to declare the use of genIA is a violation of academic integrity norms and will be dealt with according to UVT regulations.</p> <p>Students are responsible for:</p> <ul style="list-style-type: none"> <li>- verifying the accuracy and relevance of the generated content</li> <li>- respecting confidentiality and copyright</li> <li>- critically and personally integrating the results generated with genIA</li> </ul>

## 6. Discipline objectives - expected learning outcomes to which the discipline's study and promotion contributes

Knowledge	<p>The student:</p> <ul style="list-style-type: none"> <li>• adequately locates the main psychological theories within the dominant paradigms of the discipline</li> <li>• describes the main theories of individual behavior, as well as of change, within a research approach</li> <li>• operates with theoretical constructs, which are clearly delimited by common sense knowledge</li> <li>• demonstrates understanding of the basic deontological principles of the profession</li> <li>• operates pertinently with the language and terminology specific to the field of personality psychology</li> </ul>
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	<ul style="list-style-type: none"> <li>critically analyzes the contents of specialized articles, demonstrating a thorough understanding of concepts and methodologies in the field of personality psychology</li> <li>demonstrates the acquisition of consistent knowledge about interindividual differences by operationalizing theories about personality</li> </ul>
Skills	<p>The student:</p> <ul style="list-style-type: none"> <li>analyzes and interprets empirical data from a research approach</li> <li>collects and interprets relevant evaluation data in relation to quality criteria, ethics and evaluation objectives</li> <li>analyzes notable details, performs critical reflection and adapts the evaluation to ensure the quality of the process.</li> <li>expresses a series of interpersonal skills (e.g. verbal fluency)</li> <li>presents information coherently, using clear language and appropriate written materials</li> <li>uses critical thinking in substantiating psychological intervention</li> <li>writes a psychological research project of low and medium complexity, based on the main acquired psychological theories</li> <li>adopts multiple perspectives in interpreting personality dynamics</li> </ul>
Responsibility and autonomy	<p>The student:</p> <ul style="list-style-type: none"> <li>demonstrates an open attitude, based on intellectual curiosity, in exploring the personality</li> <li>makes distinctions between scientifically validated information and that provided by common knowledge</li> <li>demonstrates calmness, professional balance and ability to adapt in different contexts</li> <li>demonstrates flexibility through the willingness to explore different interpretations of the evaluation results and to analyze one's own prejudices</li> <li>learns the strategies of rigorous, efficient and responsible work, punctuality and personal responsibility towards the result</li> <li>responsibly integrates technology into the learning and professional development process</li> <li>reflects critically on the learning process progress</li> </ul>

## 7. Contents

7.1 Course	Teaching methods	Observations
C1: Course Overview and Introduction to personality	Lecture, conversation (using interactive software applications)	The learning outcomes and contents of the course, as well as the assessment method are presented. Explanations related to the Syllabus. Defining the concept of personality.

C2: Personality judgment in daily life: lay versus scientific theory of personality	Lecture, conversation (using interactive software applications)	Characteristics of lay theory and scientific theory in the study of personality: a comparative approach To read: Corr, P.J. & Matthews, G. (2009). <i>Handbook of Personality Psychology</i> . USA: Cambridge University Press, p. 3-20
C3: The Big Five Personality Traits: Extraversion	Lecture, conversation (using interactive software applications)	Extraversion: definition, development and practical value  McCrae, R. (2009). <i>The FFM of personality traits:consensus and controversy</i> . In Corr & Matthews (Eds.) <i>Handbook of Personality Psychology</i> . USA: Cambridge University Press, p.148-153
C4: The Big Five Personality Traits: Conscientiousness	Lecture, conversation (using interactive software applications)	Conscientiousness: definition, development and practical value  To read: McCrae, R. (2009). <i>The FFM of personality traits:consensus and controversy</i> . In Corr & Matthews (Eds.) <i>Handbook of Personality Psychology</i> . USA: Cambridge University Press, p.153-159
C5: The Big Five Personality Traits: Neuroticism	Lecture, conversation (using interactive software applications)	Neuroticism: definition, development and practical value  To read: McCrae, R. (2009). <i>The FFM of personality traits:consensus and controversy</i> . In Corr & Matthews (Eds.) <i>Handbook of Personality Psychology</i> . USA: Cambridge University Press, p.160-168
C6: The Big Five Personality Traits: Openness	Lecture, conversation (using interactive software applications)	Openness: definition, development and practical value  To read: McCrae, R. (2009). <i>The FFM of personality traits:consensus and controversy</i> . In Corr & Matthews (Eds.) <i>Handbook of Personality Psychology</i> . USA: Cambridge University Press, p. 169-175
C7: The Big Five Personality Traits: Agreeableness	Lecture, conversation (using interactive software applications)	Agreeableness: definition, development and practical value  To read: McCrae, R. (2009). <i>The FFM of personality traits:consensus and controversy</i> . In Corr & Matthews (Eds.) <i>Handbook of Personality Psychology</i> . USA: Cambridge University Press, p. 176-185

C8: Applying the Big Five personality model	Lecture, conversation (using interactive software applications)	<i>Formative assessment test</i>
C9: Personality development and dynamics		<p>The biological underpinnings of the 5 dimensions of personality and their life-span evolution The concept of reciprocal determinism</p> <p>To read: Donnellan, B. &amp; Robins, R. (2009). <i>The development of personality across the lifespan</i>. In Corr &amp; Matthews (Eds.) <i>Handbook of Personality Psychology</i>. USA: Cambridge University Press, p. 191-205 Wagerman, S. &amp; Funder, D. (2009). <i>Personality psychology of situations</i>. In Corr &amp; Matthews (Eds.) <i>Handbook of Personality Psychology</i>. USA: Cambridge University Press, p. 27-41</p> <p>Asendorph, J. (2009). <i>Personality: traits and situations</i>. In Corr &amp; Matthews (Eds.) <i>Handbook of Personality Psychology</i>. USA: Cambridge University Press, p. 43-54</p>
C10: Atypical personality profiles	Lecture, conversation (using interactive software applications)	<p>The Light versus the Dark Triad of Personality Intelligence and the Dark Triad</p> <p>To read: Vachon, D.D. &amp; Bagby, M. (2009). <i>The dark side of personality</i>. In Corr &amp; Matthews (Eds.) <i>Handbook of Personality Psychology</i>. USA: Cambridge University Press, p. 611-628 Vize, C., Lynam, D., Collison, K., &amp; Miller, J. (2016). Differences Among Dark Triad Components: A Meta-Analytic Investigation. <i>Personality Disorders: Theory, Research, and Treatment</i>, 23-37. doi: 10.1037/per0000222 Michels, M. (2022). General Intelligence and the Dark Triad: A Meta-Analysis. <i>Journal of Individual Differences</i>, 35–46. doi: 10.1027/1614-0001/a000352</p>

C11: Personality and the Self-Concept	Lecture, conversation (using interactive software applications)	Self-Concept: definition and development The relation between Personality and Self-Concept  To read: Robinson, M. & Sedikides, S. (2009). <i>Traits and the Self: towards an integration</i> In Corr & Matthews (Eds.) <i>Handbook of Personality Psychology</i> . USA: Cambridge University Press, p. 457- 472
C12: Personality and the use of social networks	Lecture, conversation (using interactive software applications)	Individual characteristics and problematic social media use Virtual identity  To read: Kadushin, C. (2012). <i>Understanding social networks</i> . Oxford University Press  Meynadier, J., Malouff, J., & Loi, N. (2024). Meta-analysis of associations between five-factor personality traits and problematic social media use. <i>Current Psychology</i> , 43-58. Doi:10.1007/s12144-024-06052-y
C13: Personality and well-being	Lecture, conversation (using interactive software applications)	Personality traits and psychological well-being  To read: Little, B. (2014). <i>Me, Myself and Us</i> . Harper Collins Publishers
C14: New trends in Personality Psychology	Lecture, conversation (using interactive software applications)	Ten key trends in Personality Psychology  <i>Preparing the summative assessment: exemplifying some items.</i>
References: Corr, P.J. & Matthews, G. (2009) (Eds.). <i>Handbook of Personality Psychology</i> . USA: Cambridge University Press Macsinga, I. (2022). <i>Differential psychology of personality</i> . Timisoara: Editura Universității de Vest		
7.2 Seminar / laboratory	Teaching methods	Observations
S1: Introductory seminar. The Scientific Perspective on Personality Contrasted with Popular Myths	Conversation	The conditions for attending the seminars, the working and evaluation methods and the topics that will be addressed in each seminar are presented. Highlighting the pitfalls of subjectivity in the lay theory of personality: The Barnum effect. Presenting the scientific perspective on personality in contrast to non-scientific methods.

		Lilienfeld, S. O., Lynn, S. J., Ruscio, J., & Beyerstein, B. L. (2010). 50 great myths of popular psychology: Shattering widespread misconceptions about human behavior. Wiley-Blackwell, Chap. 8 - Know thyself: myths about personality, p. 153 – 175.
S2: Five Factor Theory (FFT) – general theoretical framework for seminar activities. FFT – the biological basis of personality.	Conversation	Introducing and exemplifying the basic components of the FFT. Discussion of case studies from MISTRA research with monozygotic twins reared apart, to highlight the biological bases of personality.  McCrae, R.R. & Costa, P.T. (2008). The Five-Factor Theory of Personality. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), Handbook of personality: Theory and research (pp. 159-181). New York, NY: Guilford Press.
S3: FFT – the biological bases of personality: The model of the 5 big factors of personality (FFM, Five Factor Model).	Conversation	Biological factors (genes, neurotransmitters, brain structures, and hormones) associated with the Big 5 personality factors in the FFM model.  Ashton, M. C. (2013). Biological bases of personality. In Individual Differences and Personality (2nd ed., pp. 101-120). Waltham, MA: Deepening the understanding of the relationship between the components of the personality system, according to FFT. Academic Press
S4: FFT – the relationship between the FFM and the other components of the personality system	Conversation	Deepening the understanding of the relationship between the components of the personality system, according to FFT.
S5: FFM Extraversion	Conversation	The characteristic adaptations of extraversion and the manifestation of this trait in objective biography. Clarifying the differences between the FFM perspective and Jung's perspective on extraversion.  In groups, students will receive a personality profile and a specific context. Their task will be to create two reports on how the individual would likely behave: one developed through their own critical thinking and application of course concepts, and one assisted by AI. The reports will then be compared to highlight differences between human reasoning and AI-generated analysis, fostering reflection on both perspectives as well as on the FFM views of extraversion.



		Wilt, J. & Revelle, W. (2017). Extraversion. In T. Widinger (Ed.), Oxford Handbook of the Five Factor Model (pp. 57–81). Oxford: Oxford University Press
S6: FFM Openness	Conversation	<p>Clarifying the difference between intellect, intelligence, and openness to experience.</p> <p>In groups, students will be given a personality profile and a context. They will prepare two reports on how the individual might behave: one based on their own critical thinking and course concepts, and one assisted by AI. Further they will compare the reports.</p> <p>Sutin, A.R. (2017). Openness. In T. Widinger (Ed.), Oxford Handbook of the Five Factor Model (pp. 82–104). Oxford: Oxford University Press.</p>
S7: FFM Agreeableness	Conversation	<p>Deepening the understanding of the nature, aspects and facets of agreeableness. The characteristic adaptations of agreeableness and the manifestation of this trait in objective biography.</p> <p>Working in groups, students will analyze a given personality profile and context by producing two reports: one developed through their own critical thinking and application of course concepts, and one assisted by AI. The 2 reports will be compared.</p> <p>Graziano, W. &amp; Tobin, R. M. (2017). Agreeableness and the Five Factor Model. In T. Widinger (Ed.), Oxford Handbook of the Five Factor Model (pp. 105–132). Oxford: Oxford University Press</p>
S8: FFM Conscientiousness	Conversation	<p>Deepening the understanding of the nature, aspects and facets of conscientiousness. The characteristic adaptations of conscientiousness and the manifestation of this trait in objective biography.</p> <p>In groups, students will receive a personality profile and context to analyze. They will prepare two reports: one developed through their own reasoning and use of course concepts, and one assisted by AI. The reports will be compared.</p> <p>Jackson, J. J., &amp; Roberts, B. W. (2017). Conscientiousness. In T. Widinger (Ed.), Oxford Handbook of the Five Factor Model (pp. 133–147). Oxford: Oxford University Press</p>



S9: FFM Neuroticism	Conversation	<p>Deepening the understanding of the nature, aspects and facets of neuroticism. The characteristic adaptations of neuroticism and the manifestation of this trait in objective biography.</p> <p>Students will work in groups to analyze an assigned personality profile and context, producing two reports: one based on their own critical thinking and course concepts, and one assisted by AI. Further the reports will be compared.</p> <p>Tackett, J. L., &amp; Lahey, B. B. (2017). Neuroticism. In T. Widinger (Ed.), <i>Oxford Handbook of the Five Factor Model</i> (pp. 39–56). Oxford: Oxford University Press.</p>
S10: Personality in specific areas of the person's functioning - I.	Conversation	<p>Personality profiles / combinations of dimensions, their characteristic adaptations and their manifestation in the objective biography</p>
S11: Personality in specific areas of the person's functioning - II	Conversation	<p>Personality profiles / combinations of dimensions, their characteristic adaptations and their manifestation in the objective biography</p>
S12: Personality in specific areas of the person's functioning - III	Conversation	<p>Personality profiles / combinations of dimensions, their characteristic adaptations and their manifestation in the objective biography</p>
S13: Between normal and psychopathological	Conversation	<p>The conceptual transition from normative personality traits to psychopathological manifestations. From the five major personality dimensions (Extraversion, Conscientiousness, Openness, Agreeableness, Neuroticism) to their relevance to the Alternative Model of Personality Disorders (AMPD). Particular attention will be given to the pathological domains of negative affectivity, detachment, antagonism, disinhibition, and psychoticism, with the aim of clarifying how adaptive traits may evolve into maladaptive patterns within clinical contexts.</p>
S14: Recap seminar	Conversation	<p>Summary of the seminars activity</p>
<p>References:</p> <p>Schultz, D. &amp; Schultz, E. (Eds.) (2019). <i>Theories of Personality</i>. ISBN-13: 978-1305652958</p> <p>Twenge, J.M. &amp; Campbell, W.K. (2017). <i>Personality psychology: understanding yourself and others</i>. Boston: Pierson</p>		

## 8. Correlation of discipline contents with the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program

Knowledge of Personality Psychology is useful in all areas of applied psychology. The content of the courses and seminars aims at the development of knowledge, skills and attitudes that meet the expectations of employers in the educational, organizational, security and clinical areas of applied psychology

## 9. Assessment

Activity type	9.1 Assessment criteria	9.2 Assessment methods	9.3 Weight of final mark
9.4 Course	Knowledge & Skills	<p><b>Formative assessment:</b> at the beginning of the 8th course, the knowledge from the first 7 courses will be assessed, for exclusively formative purposes (individualized feedback), through a 20-item knowledge test. Participation in this test is the sole decision of the student. The test is not graded.</p> <p><b>Summative assessment test:</b> within the exam session, through 36-item knowledge test covering the information provided in all courses (45 minutes).</p>	70%
9.5 Seminar / laboratory	<ul style="list-style-type: none"> <li><input type="checkbox"/> to apply the scientific concepts correctly</li> <li><input type="checkbox"/> to differentiate between the concepts used</li> <li><input type="checkbox"/> to exemplify through measurable behaviors</li> <li><input type="checkbox"/> to clearly and concisely formulate the conclusions</li> <li><input type="checkbox"/> quality of writing</li> </ul>	<p><b>Written paper:</b></p> <p>In this paper, the students have to describe and analyze a real person that they choose. Students should: a) describe the person at the level of each dimension of the Big Five model of personality; b) summarize and present their opinion about how well this theory describes the person in question. Detailed information about the structure and the content of the paper will be provided to students in the 6th week of the teaching activity. The paper will be uploaded to Google Classroom, in the 12th week of the teaching activity.</p> <p>The declaration regarding the use of genAI in this assignment is mandatory. The teacher</p>	30%

		<p>will verify the use of genAI by the student, applying appropriate software. If substantial parts of the students' work are proven to be generated with AI, the student will retake the work for the next examination session.</p> <p><b>The final mark</b> is the average of the grade of the written paper and the grade of the summative assessment test, <b>considering the weights given above</b>. The final mark is rounded up.</p>	
9.6 Minimum performance standard			
<p>A minimum grade of 5 for the written paper, respectively for the summative assessment test are required.</p> <p><i>If the student does not pass the exam:</i></p> <ul style="list-style-type: none"> <li>- minimum grade of 5 for the written paper remains a mandatory condition for participation in the examination session.</li> <li>- if the written paper was marked with less than 5 or if the AI contribution, following verification of the paper, proves to be substantial, the paper will be rewritten so that the student can participate in the new examination. The student will not upload a paper with a new case study, but remake the paper based on the individual feedback received from the examining teachers. The assessment criteria are the same.</li> </ul> <p><i>If the student requests a grade increase:</i></p> <ul style="list-style-type: none"> <li>- at the student's request, only the grade of the summative assessment test can be increased. The grade of the written paper cannot be increased.</li> <li>- the summative assessment test will contain 45 items, as well as one free-answer question, which exclusively covers the information provided within the course. Time allotted: 60 minutes. The highest grade obtained by the student will be retained.</li> </ul> <p><i>Bonus</i></p> <p>Students can get a bonus of 1 point added to the written paper for participating in scientific research that will be announced during the semester.</p> <p><i>Compensation of absences for particular categories of students</i></p> <p>In order to recover the didactic activity in which they did not participate, only in the case of students in one of the situations described in the Student Code, art. 19(4), they will have an additional task, besides the tasks mentioned above whose conditions remain unchanged. These students will elaborate a literature synthesis of 3 studies (articles) on a specific topic. This additional task will be marked with Pass or Reject. The structure of this synthesis will be made available to students on Classroom and subsequently uploaded to Classroom two weeks before the examination date.</p> <p><i>Re-enrollment and Re-examination</i></p> <p>Students who do not meet the minimum requirements (regarding the attendance and examination conditions) described in this syllabus will be re-enrolled at this subject and resume its activities during the next academic year.</p>			

Students who do not pass or participate in the final examination will be re-examined in the next academic year without needing to resume course/seminar activities.

Date of completion  
15.09.2025

Tenured teacher  
Irina MACSINGA, PhD  
Professor

Date of approval in department

Head of Department  
Delia VÎRGĂ, PhD  
Professor