

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **PSICOLOGÍA DE LA PERSONALIDAD**

Code: 100744

Degree/Master: **GRADO DE EDUCACIÓN INFANTIL**

Year: 1

Field: PSICOLOGÍA

Character: BASICA

Duration: SECOND TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform:

### LECTURER INFORMATION

Name: CORPAS LÓPEZ, JORGE (Coordinator)

Department: PSICOLOGÍA

Area: PERSONALIDAD, EVALUACIÓN Y TRATAMIENTO PSICOLÓGICO

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Name: FARHANE MEDINA, NAIMA-ZAHRA

Department: PSICOLOGÍA

Area: PERSONALIDAD, EVALUACIÓN Y TRATAMIENTO PSICOLÓGICO

Office location: Planta Baja / Módulo D

E-Mail: z62famen@uco.es

Phone: 957212540

### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None

#### Recommendations

None specified

### INTENDED LEARNING OUTCOMES

- |       |                                                                                                                                                                                                                                                        |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CE3   | Design and regulate learning spaces in contexts of diversity that meet the unique educational needs of students, gender equality, equity and respect for human rights.                                                                                 |
| CE8   | To know the fundamentals of infant dietetics and hygiene. To know the fundamentals of early care and the bases and developments that allow the understanding of the psychological, learning and personality construction processes in early childhood. |
| CM1.2 | Know the developments in the developmental psychology of childhood in the periods 0-3 and 3-6 and recognize the personality characteristics of childhood and how it is influenced by educational and family processes.                                 |
| CM1.4 | Recognize the identity of the stage and its cognitive, psychomotor, communicative, social and affective characteristics.                                                                                                                               |
| CM1.5 | Know how to promote the acquisition of habits around autonomy, freedom, curiosity, observation, experimentation, imitation, acceptance of rules and limits, symbolic and heuristic play.                                                               |
| CM1.6 | Know the pedagogical dimension of interaction with peers and adults and know how to promote participation in group activities, cooperative work and individual effort.                                                                                 |



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### OBJECTIVES

To know what is understood by personality from the main approaches to personality psychology and assess the importance of environmental factors as well as the different conditions of diversity as determinants of personality formation in boys and girls aged 0 and 6.

### CONTENT

#### 1. Theory contents

UNIT 1. The concept of personality and the main perspectives in personality psychology.

SUBJECT 2. School and personality: the influence of the school, the teacher and the family in the formation of the personality from 0 to 6 years. Genetic and environmental factors.

UNIT 3. Childhood and diversity. The educational integration of differences.

UNIT 4. How to detect from school and with the family separation anxiety, the bond of attachment, emotional and affective security, understanding of emotions and learned optimism.

UNIT 5. The communicative child and the promotion of expressiveness to promote adaptation and emotional well-being. Factors that influence the formation of the introverted/extroverted personality. Importance of the teacher and the school.

UNIT 6. The formation of the prosocial-altruistic personality, the aggressive and/or inhibited personality.

UNIT 7. The role of personality in the regulation of behavior and the acceptance of norms and limits: self-regulation and self-control.

UNIT 8. The role of the teacher in the early detection and prevention of behavioral and personality problems.

#### 2. Practical contents

Various practical activities will be developed that will involve both the work of the students in the classroom and the autonomous work outside of it. These practical activities will be directly related to the theoretical contents of each topic.

### SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Good health and well-being

Quality education

Gender equality

### METHODOLOGY

#### Methodological adaptations for part-time students and students with disabilities and special educational needs

Those students who, for work or personal reasons, cannot attend the practical classes, which are compulsory, will have to contact the subject's teaching staff at the beginning of the semester to organize those flexible learning trajectories, appropriate teaching and evaluation methods, when necessary.

With regard to students with disabilities, the UCO has a specific unit (UNAE) that prepares informative documents that it will send to the teachers whose group the aforementioned students are in. The professor will follow the indications of the specific unit in accordance with the Regulations to facilitate the incorporation and integration of personnel with disabilities at the University of Córdoba.

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### Face-to-face activities

Activity	Large group	Medium group	Total
Assessment activities	2	-	2
Case study	-	5	5
Debates	10	5	15
Group work (cooperative )	-	5	5
Lectures	33	-	33
<b>Total hours:</b>	<b>45</b>	<b>15</b>	<b>60</b>

### Off-site activities

Activity	Total
Analysis	20
Group work	20
Reference search	10
Self-study	40
<b>Total hours</b>	<b>90</b>

## WORK MATERIALS FOR STUDENTS

Case studies  
 Oral presentations  
 References

## EVALUATION

Intended learning	Case study/clinical case discussion/scientific work discussion	Exams	Placement reports
CE3	X	X	X
CE8	X	X	X
CM1.2	X	X	X
CM1.4	X	X	X
CM1.5	X	X	X
CM1.6	X	X	X

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Intended learning	Case study/clinical case discussion/scientific work discussion	Exams	Placement reports
<b>Total (100%)</b>	<b>10%</b>	<b>60%</b>	<b>30%</b>
<b>Minimum grade</b>	<b>5</b>	<b>5</b>	<b>5</b>

(\*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

### Method of assessment of attendance:

Attendance at practices is mandatory and must be at least 80%

### General clarifications on instruments for evaluation:

The exam will consist of multiple choice questions with 3 response alternatives, where errors remain. The qualification of the evaluation tests passed in the first call will be maintained during the second call of the current academic year.

To pass the subject, a good level of linguistic and communicative competence will be essential. The lack of correction in the preparation of oral or written texts may have a negative impact on the final grade.

### Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

The necessary adaptations will be agreed upon with the teaching staff in the first two weeks of the course.

### Clarifications on the evaluation of the extraordinary call and extra-ordinary call for completion studies:

The evaluation of the subject in the extraordinary calls will follow the same criteria as in the ordinary evaluation.

The evaluation of the subject will consist of a written test (multiple choice and/or short-development questions) that will include the different evaluation instruments of the ordinary calls.

The extraordinary call for completion of studies may be requested when the student body has less than 15% of credits pending, excluding the Final Degree Project and the compulsory External Practices, to obtain the degree title.

### Qualifying criteria for obtaining honors:

10

## BIBLIOGRAPHY

### 1. Basic Bibliography

- Bermúdez, J., Pérez-García, A. M. y Sanjuan, P. (2017). Psicología de la Personalidad Teoría e Investigación. Volumen I y II. Universidad Nacional de Educación a Distancia -UNED-.
- Bermúdez, M. P. y Bermúdez, A. M. (2006). Manual de psicología clínica infantil. Técnicas de evaluación y tratamiento. Biblioteca Nueva.
- Cantón, J., Cortés, R. y Cantón, D. (2015). Desarrollo socioafectivo y de la personalidad. Alianza
- Echeita, G. (2007). Educación para la inclusión o educación sin exclusiones. Narcea.
- López, F., Etxebarria, I., Fuentes, M. J. y Ortiz, M. J. (2005). Desarrollo afectivo y social. Pirámide.
- Martin, G. y Pear, J. (2007). La modificación de Conducta. ¿Qué es y cómo aplicarla? 6a Ed. Prentice Hall.
- Méndez, F. X. (2003). El niño miedoso. Pirámide.
- Sperandeo R, Messina G, Iennaco D, Sessa F, Russo V, Polito R, Monda V, Monda M, Messina A, Mosca LL,

## COURSE DESCRIPTION

Mosca L, Dell'Orco S, Moretto E, Gigante E, Chiacchio A, Scognamiglio C, Carotenuto M and Maldonato NM (2020) What Does Personality Mean in the Context of Mental Health? A Topic Modeling Approach Based on Abstracts Published in Pubmed Over the Last 5 Years. *Front. Psychiatry* 10:938. doi: 10.3389/fpsy.2019.00938

### 2. Further reading

- Avia, M. D. y Sánchez, M. (1996). *Personalidad: Aspectos cognitivos y sociales*. Pirámide.
- Brody, N. y Ehrlichman, M. (2000). *Psicología de la Personalidad*. Prentice Hall.
- Davidoff, L. (2000). *Introducción a la Psicología*. Mc Graw-Hill.
- Fierro, A. (2002). *Personalidad, persona y acción. Un tratado de psicología*. Alianza.
- Hernández-López, J. M. (2000). *La personalidad. Elementos para su estudio*. Biblioteca Nueva.
- Pelechano, V. y Servando, M.A. (2004). *¿Qué es la personalidad?* Biblioteca Nueva.

## COORDINATION CRITERIA

Common evaluation criteria

Common learning outcomes

Joint activities: lectures, seminars, visits ...

Tasks deadlines

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.