Opis zajęć: Advances in theory and research of personality (wykład)

Rok akademicki:	2019/2020	**ID zajęć:** 509097
ETAP:	Semestr letni	

Informacje ogólne:

Prowadzący: dr hab. Wacław Bąk

Organizator: Wydział Nauk Społecznych

Instytut Psychologii

Liczba godzin tydzień / semestr: / 30

Język wykładowy: Język angielski

Kierunek studiów:

Lokalizacja w planach rocznych: Rok - Semestr

Punkty ECTS:

Forma zaliczenia: Nie sklasyfikowany

Cele przedmiotu:

G1 – Comprehensive presentation of selected current theories and research from the field of personality psychology.
G2 – Discussion focused on current knowledge and related empirical results on personality.

Wymagania wstępne:

D1 - Basic knowledge on personality.
D2 - Interest in personality psychology.

Efekty kształcenia dla przedmiotu:

KNOWLEDGE
1. Student understands functions of personality according to psychodynamic, trait and social-cognitive approaches.
2. Student knows what are the relations of personality with emotions and health.
3. Student has knowledge concerning self-related structures and processes.

SKILLS
1. Student can interpret the mechanisms of behavior and personality in frames of trait, social-cognitive and psychodynamic approaches.
2. Student can use the knowledge to understand individual and social phenomena.

COMPETENCIES
1. Student is able to read and comprehend simple empirical papers from academic journals devoted to personality.
2. Student initiates small-group discussions regarding personality and related phenomena.

Metody dydaktyczne:

- Lecture with Power Point presentation,
- Discussion

Kryteria oceny i sposoby weryfikacji zakładanych efektów kształcenia:

Unsatisfactory:
- (K) Poses only a commonsense knowledge with no relevance to the content of the course.
- (S) Is not able to distinguish among trait, social-cognitive and psychodynamic approaches to personality.
- (C) Has passive and indifferent attitude towards the course.

Satisfactory:
- (K) Is able to define basic concepts as they were presented at the lectures.
- (S) Can distinguish between trait, social-cognitive and psychodynamic approach to personality.
- (C) Engages in short tasks assigned at the class.

Good:
- (K) Has knowledge regarding some of the current trends in personality psychology.
- (S) Explains the mechanisms of changes of personality in terms of three approaches.
- (C) Cooperates in a group to seek explanations of problems found in current social context.

Very good:
- (K) Has an in-depth knowledge regarding current trends in personality psychology.

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- (S) Clearly distinguishes between psychodynamic, trait and social-cognitive approaches, showing their advantages and limitations.
- (C) Initiates small-group discussions, pointing to new and inspiring problems.

Treści programowe przedmiotu:

1. About the course. Introduction to personality psychology, basic definitions, six levels of analyzing personality.
2. Psychodynamic perspective on personality.
3. The cognitive unconscious.
4. Advances in trait theory – Five Factor Model
5. Advances in trait theory – HEXACO, general factor of personality.
6. Personality and physical health.
7. Personality and emotions – anger and related phenomena.
8. Cognitive approach to the self: possible selves, self-standards.
9. Social cognitive approach to personality – advancement in self-efficacy research.
10. Self-regulation and its failure.
11. Self-esteem vs narcissism
12. Personality from the perspective of evolutionary psychology.
13. Self-determination theory.
14. Current status of personality psychology and perspectives.

Literatura:

- Baumeister, R. F., Vohs, K. D. (2012). Self-regulation, ego depletion, and motivation. Social and Personality Psychology Compass, 1, 1–14.
- Berkowitz, L. (2012). A different view of anger: The cognitive-neoassociation conception of the relation of anger to aggression. Aggressive Behavior, 38, 322–333.
- Carver C. S., Scheier M. F. (1998). On the self-regulation of behavior. New York: Cambridge University Press.
- Carver, C. S., Scheier, M. F. (2008). Perspectives on personality. Boston: Pearson.
- Cassiello-Robbins, C., Barlow, D. H. (2016). Anger: The unrecognized emotion in emotional disorders. Clinical Psychology: Science and Practice. doi: 10.1111/cpsp.12139
- Funder, D. (2010). The personality puzzle. Fifth edition. New York: Norton.
- John, O. P., Robins, R. W., Pervin, L. A. (Eds.) (2008). Personality. Theory and research. New York: Guilford.Maddux, J. E., Volkmann (2010). Self-efficacy. In: R. H. Hoyle (Ed), Handbook of personality and self-regulation (pp. 315–331). Wiley-Blackwell.
- Larsen, R. J., Buss, D. M. (2005). Personality psychology. Domains of knowledge about human nature. Boston: McGraw Hill.
- McAdams, D. P. (2009). The person: An introduction to the science of personality psychology. New York: Wiley.
- Mischel, W., Shoda, Y, Smith, R. E. (2004). Introduction to personality. Toward an integration. New York: Wiley.
- Smith, T. W., Williams, P. G., Segerstrom, S. C. (2015). Personality and physical health. In: M. Mikulincer, P. R. Shaver (Eds.), APA handbook of personality and social psychology: Vol. 4. Personality processes and individual differences (pp. 639–661). Washington: APA.
- Wagner, D. D., & Heatherton, T. F. (2015). Self-regulation and its failure: The seven deadly threats to self-regulation. In: M. Mikulincer, P. R. Shaver, E. Borgida, & J. A. Bargh (Eds.), APA handbook of personality and social psychology, Vol. 1: Attitudes and social cognition (Vol. 1, pp. 805–842). Washington, DC: APA.