

**COURSE DATA****DATA SUBJECT****Code:** 33339**Name:** Personality and social behaviour**Cycle:** Undergraduate Studies**ECTS Credits:** 4.5**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Facultat de Psicologia i Logopèdia	4	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1319 - Degree in Psychology	Personality and social behaviour	ELECTIVES

**COORDINATION**

VILLARROYA SOLER EDELIA

**SUMMARY**

This subject allows the student to question the genesis of personality, based on the continuous contrast between the determinants, social or biological, of human social behavior. The 5 topics are examples of developments in personality research and individual differences in the determination of social behavior. It is a subject that will expand and consolidate the knowledge acquired in the more extensive and general subject: Personality and Individual Differences. Since this is a subject that all students will have taken by the time they reach this elective, a dialectical, applied and critical approach to the theoretical knowledge previously acquired is proposed here.

It is intended that the student knows how to handle the "prediction" of behavior from the personality models in use and for this purpose different areas that have provided relevant knowledge for the exercise of the psychologist's profession in social intervention, such as: health, love, sex and gender, sociopersonal intelligences and social integration.

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.

**OTHER REQUIREMENTS**



In general, it is recommended to have passed the first and second year courses and, in particular, to have passed the course Personality and Individual Differences.

## COMPETENCES / LEARNING OUTCOMES

### 1319 - Degree in Psychology

Be able set goals for psychological treatment in different contexts and in collaboration and agreement with those involved.

Be able to conduct an analysis of the phenomenon of criminal behaviour at different levels, its triggers and resistance factors, at the individual, interpersonal and situational level.

Be able to establish the goals of intervention and develop a basic work plan according to its purpose (prevention, therapy, rehabilitation, insertion, guidance, etc.).

Be able to identify differences, problems and needs.

Be able to measure and obtain relevant data for the assessment of interventions.

Be able to prepare oral and written reports.

Distinguish those models that support a sociocultural conception of personality from those that support a biological conception.

Handle models that explain the relationships between personality, stress and health.

Identify the types and subtypes of sociopersonal intelligence from the perspective of multiple intelligence models.

Know and comply with professional ethics of Psychology.

Know how to analyse the patient's needs and demands in different contexts.

Know how to provide appropriate feedback to patients.

Know the different perspectives that approach the topic of love from personality and social psychology.

Understand the basic personality factors and processes involved in the acquisition, development and maintenance of "normal" and antisocial and criminal behaviour.

Understand the relevance of individual differences in personality in the work context.

Understand the social processes involved in social interaction between genders.

## DESCRIPTION OF CONTENTS



## 1. THE SOCIAL ORIGIN OF PERSONALITY: PERSONALITY IN CULTURE

The notion of culture connected to personality. The goals of multicultural psychology. Relations with other disciplines. Ethnocentrism in psychology. Relations between culture and behavior. A general framework for multicultural psychology. Culture as a psychological construct. Traits across cultures. The self in a social context. Conceptions of personhood in non-Western contexts. Altered states of consciousness.

## 2. PERSONALITY AND SOCIAL CHANGE

Plural societies. Intercultural strategies. Multiculturalism. Acculturation. Sociocultural adaptation and/or integration. Applications to the school and workplace.

## 3. SOCIOPERSONAL INTELLIGENCES

Intelligence and the social world: three representative moments. The social intelligence model within a multiple intelligence model. The two basic types of social intelligence. Repercussions on the workplace. Components of sociocultural wisdom. Sociopersonal intelligence and criminal behavior.

## 4. PERSONALITY, CULTURE AND HEALTH

Models relating personality and health. Personality and predisposition to illness. Personality and subjective well-being. Parameters Model and health. Psychopathologies across cultures. Cultural factors in psychotherapy. Cultural factors and health behaviors. Ecology, population, and health.

## 5. PERSONALITY AND INTIMATE RELATIONSHIPS

Humanistic and psychoanalytic perspective. Interpersonal attraction. Love styles. Attachment in adulthood. Sexual behavior. Attitudes toward sex. Jealousy.

### WORKLOAD

### PRESENCIAL ACTIVITIES



Activity	Hours
Theoretical and practical classes	45,00
<b>Total hours</b>	<b>45,00</b>

## NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	20,00
Independent study and work	20,00
Preparation of lessons	7,50
Preparation for assessment activities	15,00
Resolution of case studies	5,00
<b>Total hours</b>	<b>67,50</b>

## TEACHING METHODOLOGY

The classes are mainly taught through a system of face-to-face classes, both theoretical and practical. The theoretical class allows the introduction and development of the theoretical content of each subject. The practical classes, through the illustration of the contents, facilitate the students' learning by allowing a more dynamic and closer relationship with them.

However, it is also important the realization of seminars or other complementary tasks proposed by the teachers, such as the realization of works. With this type of tasks, autonomous or group work is encouraged, but also, and in a relevant way, the acquisition of skills regarding the presentation and writing of topics.

Tutorials are the means through which teachers guide and supervise students in the development of complementary activities, in particular, and solve their doubts or difficulties related to the subject, in general. In short, through tutorials, which facilitate a closer and more direct relationship, teachers guide students in the construction of their knowledge.

## EVALUATION

### EVALUATION SYSTEMS

**ES1.-** *Assessment of theoretical and practical content through oral, written or skill performance tests.* This section constitutes 80% of the final grade. An assessment of theoretical-practical content will be carried out through an objective test of a total of 50 T/F questions. It will be mandatory to answer 70% of them (35 questions).

**ES2.-** *Oral or written presentation of reports, individual or group work, clinical cases, problem solving and management of diagnostic tests.* This section constitutes 20% of the final grade. It is recoverable in the second call, but it is recommended that the report resulting from the continuous evaluation be delivered in the first quarter.

*Minimum requirements:*



To pass the subject, both in the first and second call, it is necessary to obtain, as a minimum:

- 4 points out of 8 in SE1
- deliver the report resulting from the continuous evaluation (SE2)
- 5 points out of 10 in the final qualification.

#### **WARNING**

The obvious copying or plagiarism of any task part of the evaluation will mean the impossibility of passing the subject, subsequently submitting to the appropriate disciplinary procedures.

Please note that, in accordance with article 13. d) of the University Student Statute (RD 1791/2010, of December 30), it is the duty of a student to refrain from using or cooperating in fraudulent procedures in evaluation tests, in the works that are carried out or in official documents of the university.

In the event of fraudulent practices, the Action Protocol for fraudulent practices at the University of Valencia will be applied (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

During tutoring hours, teachers may request individual or group interviews in order to verify the degree of participation and achievement in the objectives set for any task carried out. Not accepting said verification will mean not passing the task or activity in question.

#### **RATING SYSTEM**

The evaluation of the subject and the challenge of the grade obtained will be subject to the provisions of the Regulation of Assessment and Qualification of the University of Valencia per a títols de Grau I Màster (ACGUV 108/2017 of May 30, 2017). [http://www.uv.es/graus/normatives/2017\\_108\\_Reglament\\_avaluacio\\_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf)

According to this, it is specified in a numerical expression from 0 to 10 with one decimal, using the following rating scale:

- From 0 to 4.9: failure.
- From 5 to 6.9: approved.
- From 7 to 8.9: notable.
- From 9 to 10: outstanding or outstanding honors.

The different sections contemplated in the evaluation will only be added when the minimum requirement established for the exam is exceeded.

Obtaining the highest grade in the subject (10) does not guarantee the qualification of Honors. In the event of a tie, the students will take an exam of the subject (development exam) with their teacher. If there is no tie, it is awarded to the maximum scores achieved as long as they reach the outstanding rating.



Both in first and second call, the grade obtained in accordance with the following rules will be included in the minutes of the course:

- If there is no rating for the evaluation section with the highest weighting, the rating will be NOT PRESENTED, regardless of the rest.
- If the highest-weighted assessment section receives a grade and does not meet the minimum requirements, a FAIL will be recorded, along with a numerical grade based on 10 of the grade for that section.
- If there is a qualification in the evaluation section with the highest weighting, and it exceeds the minimum requirements established, but the score of 5 is not reached when adding the score obtained in the rest of the evaluation activities, SUSPENSION and numerical grade will be recorded based on 10 of the qualification of the section by which it does not pass the subject.
- If there is a qualification in the evaluation section with the highest weighting, and this exceeds the minimum requirements established and the score of 5 is reached or exceeded, when adding the score obtained in the rest of the evaluation activities, the numerical mark will be recorded in base 10 and qualification of APPROVED, NOTABLE OR OUTSTANDING that corresponds.

## REFERENCES

### **Basic References:**

Pelechano, V. (2000). *Psicología sistemática de la personalidad*. Barcelona. Ariel.

Berry, J.W., Poortinga, Y.H., Breugelmans S. M., Chasiotis, A. y Sam D. (2011). *Cross-cultural psychology: research and applications*. New York. Cambridge University Press.

Furnham, A. Y Heaven, P. (1999). *Personality and social behaviour*. New York. Oxford University Press Inc.

Larsen, R. y Buss D. M. (2022). *Psicología de la personalidad: Dominios del conocimiento sobre la naturaleza humana*. Mc Graw Hill.

### **Supplementary References:**

Fierro, A. (Dir.)(1996). *Manual de psicología de la personalidad*. Barcelona: Paidós.

Hogan, R., Johnson, J. y Briggs, S. (1997). *Handbook of personality psychology*. New York. Academic Press.

Pelechano, V. (1996). *Psicología de la Personalidad. I. Teorías*. Barcelona: Editorial Ariel.



Pelechano, V. (comp.) (1996). *Habilidades interpersonales*. Vols. 1, 2, 3. Valencia. Promolibro.

Pelechano, V. (1997). Personalidad y el binomio salud-enfermedad: una revisión conceptual selectiva. *Análisis y Modificación de Conducta*, 23: 751-795.

Pelechano, V., Sosa, C.D. y Capafons, J.I. (1991). Psicología de la salud, dimensiones de personalidad y motivación en enfermos crónicos (1): diferencias de personalidad y motivación en enfermos renales y no renales con procedimientos normativos tradicionales y menos tradicionales. *Análisis y Modificación de Conducta*, vol. 17, números 53-54, páginas: 605-620.

Pelechano, V., Matud, M. P. y De Miguel, A. (1993). Habilidades de afrontamiento en enfermos físicos crónicos. *Análisis y modificación de conducta*, vol. 19 número 63; páginas: 91-149.

Schmitz, P.G. (1993). Personality, stress reactions, and psychosomatic complaints. En G.L. Van Heck, P. Bonaiuto, I.J. Deary y W. Nowack, (eds.): *Personality psychology in Europe*. (vol. 4) (pp. 321-343). Tilburg University Press.

Scott, W.A. y Scott, R. (1989). *Adaptation of inmigrants. Individual differences and determinants*. New York. Pergamon.

Notes prepared by the course instructors.