

**COURSE DATA****DATA SUBJECT**

**Code:** 44468  
**Name:** Psychology of personality: structure and processes  
**Cycle:** Master's Degree  
**ECTS Credits:** 6  
**Academic year:** 2026-27

**STUDY (S)**

Degree	Center	Acad. year	Period
2211 - Master's Degree in Psychopedagogy	Facultat de Filosofia i Ciències de l'Educació	1	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2211 - Master's Degree in Psychopedagogy	Psychological training	ELECTIVES

**COORDINATION**

MIRA PASTOR ADRIANA

**SUMMARY**

The subject Psychology of Personality: structure and processes, will place special emphasis on knowing, differentiating and relating the main theoretical perspectives and research programs in personality psychology, recognizing, identifying and describing the main structural and / or process variables of the personality; Discriminate the different theoretical and methodological perspectives in the differential study of intelligence, identifying the different cognitive abilities (aptitudes) and the underlying motivational and cognitive processes; Know the temperamental dimensions; Know the main characteristics of personality disorders and the new dimensional approach.

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

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

**OTHER REQUIREMENTS**

No enrolment restrictions with other subjects in the curriculum have been specified.



## COMPETENCES / LEARNING OUTCOMES

### 2211 - Master's Degree in Psychopedagogy

Actuar con profesionalidad y comportamiento ético en el desempeño de sus tareas.

Colaborar con el profesorado en el desempeño de la función docente, tutorial y en la de organización de los centros educativos y Asesorarle y colaborar con él en el diseño de procedimientos e instrumentos de evaluación, tanto de los aprendizajes del alumnado, como del mismo proceso de enseñanza, así como en técnicas de dinámica y manejo de grupo, resolución de conflictos, mediación escolar y fomento de la convivencia y valores democráticos

Desarrollar la innovación y la creatividad en la práctica profesional y aplicar los conocimientos teóricos y los avances científicos a la práctica profesional y a la investigación.

Diagnosticar, asesorar, prevenir e intervenir a fin de favorecer el desarrollo y el aprendizaje en personas con necesidades educativas especiales, trastornos del aprendizaje y con riesgo de exclusión educativa y/o social.

Diseñar, aplicar y evaluar programas, procesos, recursos y prácticas educativas dirigidas a cualquier persona o grupo social tomando en consideración su nivel de desarrollo, sus necesidades y limitaciones, así como los contextos multiculturales

Diseñar, asesorar, coordinar y evaluar programas y medidas de compensación de las desigualdades educativas; analizar las necesidades y demandas referidas a la escolarización de alumnos en situación de desventaja social, familiar o personal, así como aquellas condiciones personales y sociales que faciliten o dificulten el proceso de enseñanza y aprendizaje del alumnado y su adaptación al ámbito escolar.

Diseñar, evaluar y adaptar procesos de enseñanza - aprendizaje a los modelos de convivencia en los distintos contextos sociales, lingüísticos y culturales en los que desempeñe su trabajo.

Diseñar, implementar, coordinar y evaluar intervenciones y programas de orientación psicopedagógica sobre el proceso de enseñanza-aprendizaje, sobre la adaptación personal y social y sobre las salidas profesionales del alumnado.

Emitir informes técnicos, peritajes y auditorias relacionados con el puesto de trabajo y analizar, diseñar y promover procesos de enseñanza y aprendizaje mediante el uso de diferentes lenguajes, medios y recursos.

Evaluar procesos de desarrollo y aprendizaje humano, tanto normales como atípicos, a lo largo del ciclo vital.

Evaluar y diagnosticar a los aprendices en los diferentes aspectos del desarrollo (aptitudes, intereses, personalidad, motivación...) con el objetivo de adoptar las medidas ordinarias y extraordinarias de atención a la diversidad.

Mantener un comportamiento reflexivo y crítico ante la realidad social y educativa y favorecer los cambios, transformaciones e innovaciones que lleven a mejorar la calidad de vida individual y social.

Mejorar la calidad del ejercicio profesional y, en particular, la propia formación y desarrollar estrategias



que faciliten la colaboración, la creación de redes, la implicación de los diferentes agentes educativos y/o sociales que participan en procesos psicoeducativos.

Promover y/o colaborar en la implementación de los procesos de calidad, innovación y mejora de la educación, así como en la investigación sobre los mismos y asesorar y colaborar con el profesorado para la mejora de los procesos de enseñanza/aprendizaje.

Que los estudiantes se impliquen de manera general y transversal, en la aplicación y defensa de todos los derechos fundamentales y democráticos, así como los principios de mejora social

Realizar la evaluación y la valoración sociopsicopedagógica del alumnado y determinar el modelo y los servicios de su escolarización mas adecuados.

Reunir e interpretar datos relevantes para emitir juicios psicopedagógicos que incluyan una reflexión sobre cuestiones de índole social, científica o técnica.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

Trabajar con la comunidad para desarrollar, implementar y evaluar planes de acción con miras de mejora económica, social, educativa y del empleo y proyectos, servicios, políticas y prácticas psicoeducativas, con el fin de dar respuesta a las necesidades de las personas, organizaciones y/o colectivos específicos en colaboración con otros profesionales y agentes sociales.

## DESCRIPTION OF CONTENTS



1. Definition and conceptual aspects
2. Theoretical Approaches in Personality Psychology
3. Structural Proposals of Personality
4. Motivational and cognitive dimensions and processes
5. Temperamental dimensions
6. Dimensional classification of emotional disorders. Temperamental dimensions to the base.
7. Personality disorders.
8. Dimensions of personality disorder

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	28,00
Seminar	5,00
Classroom practices	11,00
<b>Total hours</b>	<b>44,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	10,00
Independent study and work	65,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	6,00
<b>Total hours</b>	<b>81,00</b>

## TEACHING METHODOLOGY

Active and participatory methodology carried out in person and / or virtually (through the resources available in the virtual classroom), integrating different instructional methodologies in order to enhance the



significant learning of the knowledge involved and the development of the skills of the subject .

It will be of a theoretical and practical nature. Among the notable basic instructional techniques: (1) Presentations and presentations of the contents of the subject in person and / or virtually (BBC, Microsoft Teams), (2) Carrying out practical activities (case study, debate and analysis of texts and videos, etc.), (3) Administration, correction, interpretation and elaboration of reports of different instruments of evaluation, (4) Preparation of works of autonomous form, elaboration and presentation (face-to-face and / or virtual) of the group work , (5) Upload of material in the virtual classroom for the follow-up of the theoretical-practical classes face-to-face and virtual and links to the specialized pages and other easily accessible resources, that allow to realize proposed activities.

Tutoring is the medium through which teachers guide students in the construction of their knowledge. They allow the resolution of the doubts or difficulties related to the matter in general, as well as the supervision and orientation in the elaboration of the complementary activities. These may be face-to-face and / or virtual.

Classes will be held with the maximum possible attendance, if this is not possible, depending on the classrooms available and the final number of students enrolled, they will take place on a semi-attendance basis every other week, alternating half of the group in the classroom each week, being at the discretion of the teacher to use synchronous, asynchronous classes or autonomous work for students not physically present in the classroom

## EVALUATION

### WEIGHING:

- Oral and/or written presentation of reports, individual or group work: Active participation in practical activities, reports and group work, and motivation for the quality of the learning results (60% of the final grade). The initially proposed activities are maintained, now for continuous evaluation (a) Portfolio, which includes the different activities carried out by the student. b) Exhibitions of works carried out. d) Participation in different class activities), but with greater weight (60%). These activities will be carried out in person or virtually depending on their nature. In them, theoretical knowledge will be put into practice and the approach to learning results will be verified. The tasks will be reviewed and scored in various ways: self-assessment, peer assessment, correction-discussion within the group and evaluation by the teaching staff. Assessment of theoretical and practical contents through written tests (40% of the final grade). It now has a lower weight than the initially proposed exam (it is reduced from 80% to 40%). On the date indicated by the faculty, an exam will be taken that may consist of objective alternative questions and short questions. If it cannot be done in the classroom, a test will be done in a virtual classroom. Said final test will also be carried out on the day and time scheduled in the degree exam calendar. If on the day/time of the exam a student has difficulties (limitations in equipment availability, connection failures,...) they must write to their teacher an email using the account@alumni.uv.es, identifying and describing the difficulties, so that an alternative day is communicated to proceed through an oral exam. Likewise, the teaching staff will indicate with which tool the connection will be made, which can be established using videoconferencing tools.¿

**MINIMUM REQUIREMENTS:** Minimum requirements to pass the subject: obtain in the exam (Assessment of theoretical and practical contents through written tests) a minimum grade of 2 (0-4 point scale): a



minimum mastery of 50%. Overall score of 5 out of 10 in the sum of the exam grade and the continuous evaluation (practical activities, group work reports). Teachers may require individual or small group interviews via videoconference to verify the degree of participation and achievement of the objectives pursued in any task developed. Declining this verification by the student will mean failing the task/activity in question. Obtaining the highest grade in the subject (10) does not guarantee the grade of Honors. To achieve this, students will take a subject exam (development exam) with their teacher. Obviously, the lower the score in the continuous assessment, the higher the minimum score necessary in the exam to pass the subject.

**WARNING:** The obvious copying or plagiarism of any task part of the evaluation will mean the impossibility of passing the subject, subsequently subjecting yourself to the appropriate disciplinary procedures. Please note that, in accordance with article 13. d) 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 work carried out or in official university documents.

**GRADING SYSTEM:** The grade for the subject will be subject to the provisions of the \* Evaluation and \* Grading Regulations of the University of Valencia \* for \* Bachelor's and \* Master's degrees (\* 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) in accordance with this, it is specified in numerical expression from 0 to 10 with one decimal, using the following grading scale: - from 0 to 4.9: fail - from 5 to 6.9: pass - from 7 to 8.9: notably from 9 to 10: excellence  $\zeta$  slow or excellence  $\zeta$  slow honors The different sections contemplated in the evaluation will only be added when the minimum requirement established for the exam is exceeded. Both in the first and second call, the minutes of the subject will be incorporated the qualification obtained in accordance with the following rules: - If there is no grade for the evaluation section with the highest weighting, the grade will be NOT PRESENTED, regardless of the rest - If there is a grade in the evaluation section with the highest weighting, and this does not meet the minimum requirements, a FAIL and a numerical grade based on 10 of the grade for this section will be recorded - If there is a grade in the evaluation section with the highest weighting, and this exceeds the minimum requirements established, but the score of 5 is not achieved when adding the score obtained in the rest of the evaluation activities, a FAIL and a numerical grade based on 10 of the grade for the section for which the subject is not passed will be recorded - If there is a grade in the evaluation section with the highest weighting, and this exceeds the minimum requirements established and the score of 5 is achieved or exceeded, when adding the score obtained in the rest of the evaluation activities, the numerical grade based on 10 and a grade of PASS, NOTABLE OR EXCELLENT that corresponds to the challenge of The grade obtained will be subject to the provisions of the University of Valencia's Evaluation and Qualification Regulations for Bachelor's and Master's degrees (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)

Fraudulent completion of assessment tests and plagiarism in assessment work will be considered in accordance with the UV's Assessment and Qualification Regulations (ACGUV 108/2017) and the Protocol for action against fraudulent practices (ACGUV 123/2020). The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated in accordance with current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

## REFERENCES



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