

DIFFERENTIAL PSYCHOLOGY – Code 800163

COURSE INFORMATION

Undergraduate Studies: 0812 – Degree in Psychology (Studies Plan 2009-10)

Type: Compulsory

ECTS: 6.0

Module: Basic psychological training

Area: Human diversity, personality and psychopathology

Year: Third

Semester: 1

INSTRUCTOR INFORMATION

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SYNOPSIS

COMPETENCIES

General competencies

GC8: Identify recipients' needs and demands in the different areas of application and establish goals for psychological action.

GC9: Identify the relevant characteristics of individual behaviour.

GC14: Prepare oral and written psychological reports in different areas of activity.

CG14.1: Skills to create oral/written psychological reports about intervention and treatment considering personality, psychopathology and individual differences.

GC15: Know and comply with the requirements of professional ethics in psychology.

Transversal competencies

TC1: Analysis and synthesis.

TC2: Preparation and defence of properly reasoned arguments.

TC4: Application of knowledge to professional works.

TC5: Skills to consider the different Psychology approaches, in order to create founded arguments about social, scientific and ethic topics.

TC6: Teamwork and collaborative attitude with other professionals.

TC7: Critical thinking and self-critical attitude.

TC8: Learning abilities to apply in next studies in order to keep and improve the competences, abilities and knowledge.

TC9: To communicate information, ideas, problems and solutions to professionals and to non-specialized people.

Specific competencies

SC4: Be able to describe and measure variables (personality, intelligence and other aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological and behavioural processes).

SC5: Be able to identify differences, problems and needs.

SC13.1: Consideration of personality and intelligence dimensions and psychopathologic factors in order to choose psychological intervention programs.

SC14.1: Consideration of personality and intelligence dimensions and psychopathologic factors in order to involve participants in the intervention process.

SC15.1: Consideration of personality and intelligence dimensions and psychopathologic factors in order to apply simple intervention programs: counselling, assessment, clinical, etc.

SC16: Know how to plan evaluations of programmes and interventions.

SC16.1: Planning of assessment and intervention programs considering individual differences in personality and intelligence and psychopathologic factors.

SC17: Be able to measure and obtain relevant data for the evaluation of interventions.

SC17.1: Assessment of intervention programs considering individual differences in personality and intelligence and psychopathological factors.

SC19: Know how to appropriately and accurately provide feedback to recipients.

SC19.1: To provide feedback to participants considering individual differences in personality and intelligence and psychopathological factors.

TEACHING ACTIVITIES

- **Lectures:** 70 %
 - **Practical lessons:** 30 %
 - **TOTAL:** 100 %
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BRIEF DESCRIPTION:

The course aims to provide students with an overview of methodological and theoretical approaches in the field of Differential Psychology (the study of individual differences). The impact of these methods and theories will be examined in relation to illustrative examples and real world scenarios.

Virtual Campus pages will be updated regularly with further information about learning materials.

PRE-REQUISITES

The course aims to provide students with an overview of methodological and theoretical approaches in the field of Differential Psychology (the study of individual differences). The impact of these methods and theories will be examined in relation to illustrative examples and real world scenarios.

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OBJECTIVES

1. Introduction to the essential topics of Individual Differences, its characteristics as applied discipline oriented to social reality; and to the principal controversies about individual differences in behavior, from an historical and recent point of view.

2. Practical and theoretical knowledge of the research methods of individual differences. The knowledge of individual differences in psychology (intelligence, personality styles and

temperament), as well as the diversity of perspectives in the description, assessment and explanation of differences (inter-individual, group and within-individual differences).

Intended Learning Outcomes, GOALS:

LO1: Deep knowledge of the key concepts in the study of Differential Psychology (Individual Differences).

LO2: Knowing the theoretical approaches and associated research methods in the Individual Differences approach. Mastering the interpretation of scores and profiles obtained through the essential tests for individual differences (mainly intelligence and abilities).

LO3: To obtain and organize information about individual differences to be able to use it when solving problems related to the theories and assessment tools introduced in this course.

TOPICS

I. Concept, Scope and Methodology in the Individual Differences Approach.

1. Concepts, aims, characteristics and methods of Differential Psychology. Main contributors to the Individual Differences approach in Psychology. Concepts used to describe and explain individual differences. Challenges to be solved by the discipline. Research designs in Differential Psychology. Chrono-psychology.

2. Origin of differences: conceptual and methodological aspects. Stability, consistency and coherence. Theoretical models. Behavior genetics and Epigenetics. Environmental dimensions.
II. Between-individual Differences.

3. Intelligence, abilities and skills. Assessment methods and cognitive tests. Psychometric and cognitive models of intelligence and abilities. Biological bases and origin of differences. Emotional intelligence.

4. Temperament and emotions. Theoretical models. Cognitive styles.

III. Between Groups Differences.

5. Sex/gender and age differences on intelligence and abilities.

ASSESSMENT

Theory Lessons (70%): This 70% of the final grade will be obtained through:

(1) **Attendance to virtual Lectures by Prof. R. Haier (University of California, Irvine):** Four lectures of 30 minutes each will be scheduled during the semester. Students should attend and complete a one-page summary of the lecture.

(2) **Final Exam.** The exam will be a 60 minutes quiz with 30 items.

Practice Sessions (30%): Students will work in small groups to complete 3 practices reports: Epigenetics, Intelligence and Personality.

Feedback

Students are expected to make an office hours appointment with the lecturer in order to review the provided feedback if they require further guidance or explanation. Details of this process will be discussed in the lectures throughout the course.

RESOURCES

Textbooks

Ashton, M. (2007). *Individual Differences and Personality*. Amsterdam: Elsevier.

Cooper, C. (2010). *Individual Differences and Personality*. Third Edition. London: Hodder Education.

Haier, R. (2017). *The neuroscience of intelligence*. Cambridge University Press.

Basic References (in bold face the most recommended ones):

Ackerman P.L., Kyllonen, P.C. y Roberts, R.D. (1999). *Learning and individual differences. Process, trait and content determinants*. Washington: APA.

Canli, T. (2006). *Biology of Personality and individual differences*. NY: Guilford Press.

Chamorro - Premuzic, T. (2007). *Personality and Individual differences*. Oxford: Blackwell Publishing.

Chamorro - Premuzic, T., von Stumm & Furnham, A. (2011). *The Wiley-Blackwell Handbook of Individual Differences*. West Sussex, UK: Wiley-Blackwell.

Cooper, C. (2015). *Intelligence and Human Abilities. Structure, Origins and Applications*. Abingdon, OX: Routledge.

Corr, P.J. and Matthews, G. (2009). *Personality and Psychology*. Cambridge UK: Cambridge University Press.

Furnham, A. (2008). *Personality and intelligence at work*. London and New York: Routledge.

Halpern, D. (2009). *Sex differences in cognitive abilities*. New Jersey: Lawrence Erlbaum Ass.

Hunt, E.B. (2011). *Human Intelligence*. NY: Cambridge University Press.

Huteau, M. (2006). *Psychologie différentielle. Cours et exercices*. Paris: Dunod.

Jensen, A.R. (1998). *The g factor. The science of mental ability*. Westport: Praeger.

Jensen A.R. (2006). *Clocking the mind. Mental chronometry and individual differences*. The Netherlands: Elsevier.

Macintosh, N.J. (2010). *IQ and Human Intelligence*. Oxford: Oxford University Press.

Matthews, G., Davies, D.R., Westerman, S.J. y Stammers, R.B. (2000). *Human performance: Cognition, stress, and individual differences*. London: Psychological Press.

Plomin, R, Defries J. C., McClearn, E & Mc Guffin, P. (2008/2013). *Behavioral genetics*. Firth Edition. NY: World Publishers.

Sternberg, R.J. (2000). *Handbook of intelligence*. Cambridge: Cambridge University Press.

Sternberg, R.J. & Kaufman, S.B. (2011). *The Cambridge Handbook of Intelligence*. NY: Cambridge University Press.

Sternberg, R.J., Kaufman, C. & Grigorenko, E.L. (2008). *Applied Intelligence*. New York: Cambridge University Press.

Supplementary references/ material

Specific readings will be suggested for each lecture in the classroom. However, students can find a specific "Recommended Readings List" on the Virtual Campus.

Other resources

Web addresses:

- International Society for Intelligence Research (ISIR): <http://www.isironline.org/>
- International Society for the Study of Individual Differences (ISSID): <http://www.issid.org/>
- IQ's Corner: <http://www.iqscorner.com/>
- International Seminar: Advances on intelligence research: What should we expect for the XXI Century:

<https://biblioteca.ucm.es/psi/seminarios-y-talleres-de-la-facultad-de-psicologia>