

Subject Details	Subject Title, code and credit hours	PSYC 202, Personality Psychology, 6 ECTS	
	Department	Psychology	
	Program (bachelor’s and master’s degree)	Bachelor Degree	
	Associated Term	2025 Fall	
	Instructor	Nigar Farzaliyeva	
	E-mail:	Nnovruzlu13@gmail.com	
	Phone		
	Lecture room/Schedule	Neftchilar campus	
	Consultations	After the lesson	
Teaching language	English		
Subject type (mandatory/elective)	Mandatory		
Readings	<div>1. The Cambridge Handbook of Personality Psychology <i>O.P. John, R.W. Robins, L.A. Pervin</i></div> <div>2. Abnormal Psychology <i>A.M.Kring, S.L.Johnson G.Davison, J. Neale</i></div> <div>3. Theories of Personality D.P. Schultz</div> <div>4. McCrae, R. R., & Costa, P. T., Jr. (2008). The five-factor theory of personality. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), <i>Handbook of personality: Theory and research</i> (3rd ed., pp. 159–181). Guilford Press.</div> <div>5. Roberts, B. W., & Mroczek, D. (2008). Personality trait change in adulthood. <i>Current Directions in Psychological Science</i>, 17(1), 31–35. https://doi.org/10.1111/j.1467-8721.2008.00543.x</div> <div>6. McAdams, D. P., & Pals, J. L. (2006). A new Big Five: Fundamental principles for an integrative science of personality. <i>American Psychologist</i>, 61(3), 204–217. https://doi.org/10.1037/0003-066X.61.3.204</div> <div>7. Ashton, M. C., & Lee, K. (2007). Empirical, theoretical, and practical advantages of the HEXACO model of personality structure. <i>Personality and Social Psychology Review</i>, 11(2), 150–166. https://doi.org/10.1177/1088868306294907</div> <div>8. Funder, D. C. (2012). The personality puzzle (6th ed.). W. W. Norton & Company.</div> <div>9. Block, J. (2010). The five-factor framing of personality and beyond: Some ruminations. <i>Psychological Inquiry</i>, 21(1), 2–25. https://doi.org/10.1080/10478401003596615</div> <div>10. Goldberg, L. R. (1993). The structure of phenotypic personality traits. <i>American Psychologist</i>, 48(1), 26–34. https://doi.org/10.1037/0003-066X.48.1.26</div>		
Teaching methods	Lecture	+	
	Group discussions	+	
	Activities	+	
	Analysis of activities	+	
Assessment and Grading	Components	Deadlines	Percentage (%)
	Midterm exam	Week 8	30
	Being active member of learning community	During semester	5
	Attendance	During semester	5
	Presentation/Group discussion	During semester	20

	Final exam	End of the semester	40
	Total		100
Course Description	<p>This course explores the major theories and research in personality psychology with a focus on their clinical applications.</p> <p>Students will examine how personality traits, structures, and processes influence mental health, resilience, and vulnerability to psychopathology.</p> <p>The course provides training in personality assessment methods, including self-report inventories, projective techniques, and clinical interviews.</p> <p>Special attention is given to personality disorders, their diagnosis, and implications for treatment planning.</p> <p>Cultural, ethical, and developmental factors in personality assessment and intervention are also discussed.</p> <p>By integrating theory, research, and clinical case studies, the course equips students with practical tools for case formulation and therapeutic practice</p>		
Course aims	<p>This course aims to provide clinical psychology students with a comprehensive understanding of personality theories and their applications in mental health practice.</p> <p>It seeks to develop students' ability to critically evaluate classical and contemporary models of personality from a clinical perspective.</p> <p>The course emphasizes the relationship between personality traits, structures, and the development of psychopathology.</p> <p>A central aim is to train students in the effective use of personality assessment tools, both objective and projective, within diagnostic and therapeutic contexts.</p> <p>Students will learn to integrate personality theory into case formulation, treatment planning, and therapeutic intervention.</p> <p>The course also aims to deepen awareness of personality disorders and the challenges they present for clinical work.</p> <p>Another goal is to highlight the role of resilience, coping, and positive personality dimensions in psychological well-being.</p> <p>Cross-cultural and ethical considerations in the study and assessment of personality will be emphasized.</p> <p>Through case studies and applied exercises, students will develop practical skills in analyzing personality functioning in clinical populations.</p> <p>Ultimately, the course aims to prepare future clinical psychologists to use personality psychology as a foundation for understanding clients and enhancing therapeutic outcomes.</p>		
Learning Outcomes	<p>By the end of this course, students should be able to:</p> <ul style="list-style-type: none"> * Define and critically evaluate key concepts and theories of personality. * Understand major research methods used in personality psychology. * Analyze biological, cognitive, and social-cultural influences on personality development. * Examine the role of personality in mental health, adjustment, and interpersonal relationships. * Apply personality theories to clinical and applied setting 		
Marking Criteria	<p>The questions in the exam will be open. The assessment will be based on the maximum score given to the questions.</p> <p>The maximum score given to the student who actively participates in the interactive activities and lessons will be 5 points or an appropriate score.</p> <p>The assessment in the presentations will be based on the student's detailed research. Presentation should be,</p> <ol style="list-style-type: none"> 1. Content & Knowledge <p>Demonstrates accurate and thorough understanding of the topic.</p>		

	<p>Information is well-researched, relevant, and appropriately detailed. Clear evidence of critical thinking and original insight.</p> <p>2. Organization & Structure Presentation has a logical flow (introduction, main points, conclusion). Transitions between sections are smooth and coherent. Time is managed effectively (neither too short nor too long).</p> <p>3. Delivery & Communication Clear, confident, and engaging delivery. Appropriate pace, tone, and volume. Effective use of body language, eye contact, and gestures.</p> <p>4. Use of Visual Aids/Materials and recent published Slides or materials are clear, professional, and easy to follow. Visuals enhance (not distract from) the message. Minimal errors in spelling, grammar, or formatting.</p> <p>5. Audience Engagement Maintains audience interest throughout. Responds thoughtfully to questions or feedback. Encourages participation where appropriate.</p>	
Rules (educational policy and behavior)	<p>Attendance and lateness criteria</p> <ul style="list-style-type: none">● A student who is more than 15 minutes late for a lesson is considered absent. He/she can only attend the next lesson● It is important for students to attend all lessons. If a student cannot attend lessons for certain valid reasons (illness, family situation, etc.), then he/she must submit information about this to the dean's office of the faculty. A student who does not attend more than 25 percent of the total class hours in the subject will not be allowed to take the exam. <p>Criteria for the practical issue</p> <ul style="list-style-type: none">● Determining working groups and distributing topics, preparing a presentation about the research conducted, innovations and presenting it to the group.● Teaching topics, taking into account each new information in order to assimilate what they have learned, and for students to evaluate themselves and gain awareness will be carried out through active participation and question-and-answer methods. <p>Criteria for assessing activity</p> <ul style="list-style-type: none">● Disrupting the lesson process and engaging in unethical actions during the lesson, holding inappropriate and unauthorized discussions, using mobile phones, listening devices and radios, and engaging in other activities not related to the lesson (reading books, writing, taking pictures, etc.) are evaluated as factors that directly affect activity,● Reading the previous lesson before the lesson and participating in the questions and answers.	
Schedule		
Week	Topics	Reference
1.	Introduction to Personality Psychology	The Cambridge Handbook of Personality Psychology <i>O.P. John, R.W. Robins, L.A. Pervin</i> Chapter 1 Page
2.	Psychoanalytic Theories (Sigmund Freud)	The Cambridge Handbook of Personality Psychology <i>O.P. John, R.W. Robins, L.A. Pervin</i> Chapter 2 Page 61-113
3.	Neo-Freudian Perspectives (Adler,Jung, Horney,Erikson)	The Cambridge Handbook of Personality Psychology <i>O.P. John, R.W. Robins, L.A. Pervin</i> Chapter 2 Page 61-113

4.	Trait Theories	The Cambridge Handbook of Personality Psychology <i>O.P. John, R.W. Robins, L.A. Pervin</i> Chapter 5 Page 159-181
5.	Behavioral and Social-Cognitive Perspectives	Theories of Personality D.P. Schultz Chapter 11-12 Page 293-340
6.	Biological Foundations	Psychology of Personality R.Stagner Chapter 4 Page 256-276
7.	H.S. Sullivan and “Interpersonal Relationship” Theory	Theories of Personality D.P. Schultz Chapter 14 Page 371-400
8.	Midterm exam	
9.	Humanistic and Existential Approaches (Rogers, Maslow)	Theories of Personality D.P. Schultz Chapter 8 page 245-290
10.	The Social-Learning Approaches (A.Bandura)	Theories of Personality D.P. Schultz Chapter 13 page 341-365
11.	Personality Across in Lifespan	The Cambridge Handbook of Personality Psychology <i>O.P. John, R.W. Robins, L.A. Pervin</i> Chapter 7 Page 770-790
12.	Personality in Social Context	The Cambridge Handbook of Personality Psychology <i>O.P. John, R.W. Robins, L.A. Pervin</i>
13.	Personality Disorders	<i>Abnormal Psychology A.M.Kring, S.L.Johnson</i> <i>G.Davison, J. Neale</i> Chapter 15 Page 464-489
14.	Presentations	
15.	Presentations	
Final exam		