

Personality Psychology 2.

Aim of the course

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Personality Psychology 2 focuses on different personality theories that describe the structure, the emergence, the development and the dynamics of personality. The representations of these aspects in forms of healthy and pathological functions are also examined. The main emphasis is on the following approaches: 1. psychoanalysis, 2. neoanalytical perspective, 3. humanistic psychology, 4. cognitive perspective and self-regulation. We present the basic assumptions of the different approaches, the way of thinking of theoreticians, the preferred methods of measurement, as well as basic concepts and therapeutic aspects of psychopathology.

Learning outcome, competences

knowledge:

- the basic concepts of psychoanalysis, the neoanalytical perspective, learning theories, humanistic psychology and psychosocial and social-cognitive theories
- the discussions of the aforementioned personality approaches on the basic processes and functions of personality; the problems of the measurement of personality; healthy / mature personality functioning; personality disorders and their therapeutic treatment

attitude:

- an open and problem-centered attitude towards different approaches and models of personality
- a constructive understanding of the strengths and weaknesses of different personality models

skills:

- after completing the course, the student will be able to approach a personality-related problem in multiple ways and choose the model that is most usable for answering a particular research or practical question
- the students will be able to grasp a personality related problems in its complexity by using different approaches and by choosing the most suitable personality psychology model
- the students will be able to choose the personality assessment method(s) that best suit(s) a particular research or practical question
- the student will be able to explain and understand psychopathology related issues from different perspectives

Content of the course

Topics of the course

- 1. The Psychoanalytic Perspective
- 2. Neoanalytical Perspective (ego psychology and psychosocial theories)
- 3. Self-Actualization and Self-Determination
- 4. The Cognitive Perspective and Self-regulation
- 5. Personality Disorders
- 6. The healthy / mature personality
- 7. Positive Psychology

Learning activities, learning methods:

frontal lecture, reading seminar, cooperative learning, group work, papers and presentations by the students

Evaluation of outcomes

Learning requirements, mode of evaluation, criteria of evaluation:

requirements:

- activity on the lectures
- activity on the seminars, doing the homework, papers and presentations

mode of evaluation:

The written examination based on the theoretical part of the course (lectures and the compulsory literature). Grading: five-grade rating.

Evaluation of the practical part: five-grade rating based on practical exercises, homework, papers and presentations.

Final grade: five-grade rating; a weighted average of the written exam (60%) and the evaluation of the practical part (40%), following the rules of the mathematical rounding.

criteria of evaluation:

- the amount and quality of the knowledge of the course material
- the quality of the practical exercises, homework, papers and presentations

Reading list

Compulsory reading list

- Carver, C. S., Scheier, M. F. (2014): *Perspectives on personality*: Pearson New International Edition. (7th edition). Required chapters: The Psychoanalytic Perspective (pp. 129-150); Psychosocial Theories (pp. 161-182); Self-Actualization and Self-Determination (pp. 221-248); The Self-Regulation Perspective (pp. 277-303); Personality in Perspective: Overlap and Integration (pp. 305-314)
- Carver, C. S., Scheier, M. F. (2003): Ego Psychology. In: *Perspectives on personality*. Ch.10. (5th edition)
- Freud, F. (1989). *An outline of Psycho-Analysis*. W. W. Norton & Company
- Erikson, E. H. (1968/1994). The life cycle: Epigenesis of Identity. In *Identity: Youth and Crisis*. Ch. 3. W. W. Norton & Company.
- Freud, A. (1966/1992). The mechanisms of Defence. In *The Ego and the Mechanisms of Defence*. Ch. 4. The Hogarth Press.
- Jung, C. G. (1968/1990). The Concept of the Collective Unconscious (Ch.2). Conscious, Unconscious, and Individuation (Ch.10). In *The Archetypes and the Collective Unconscious*. 2nd edition. Princeton University Press.
- Rogers, C. R. (1961/2004). Some hypotheses regarding the facilitation of personal growth (Ch.2). What it means to become a person (Ch.6). In *On Becoming a Person: A Therapist's View of Psychotherapy*. Constable & Robinson.
- Maslow, A. S. (1968/1999). Deficiency motivation and growth motivation. In *Toward a Psychology of Being*. Ch.3. John Wiley & Sons. 3rd ed.
- Csikszentmihályi, M. (1991). The conditions of flow. In *Flow: The Psychology of Optimal Experience*. Ch.4. Harper Perennial

Recommended reading list

- FREUD, S. (2003). *The 'Wolfman' and Other Cases*. The Penguin Press.
- FREUD, S. (1923/1961). The Ego and the Id. In *The ego and the id: And other works*. The Standard Edition of the Complete Psychological Works of Sigmund Freud. Vintage
- HAMILTON, N. H. (1988). *Self and Others: Object Relations Theory in Practice*. Jason Aronson.
- KERNBERG, O. F. (1975). *Borderline conditions and pathological narcissism*. Jason Aronson.
- BAUMEISTER, R. F; Tierney, J. (2012). *Willpower: Rediscovering the Greatest Human Strength*. The Penguin Press.
- CSIKSZENTMIHALYI, M. (1998). *Finding Flow: The Psychology of Engagement With Everyday Life*. Basic Books.

SELIGMAN, M. E. P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. New York

