

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Social Science (Honours) in Psychology/ All Undergraduate Programmes
Programme QF Level	: 5
Course Title	: Personality Psychology
Course Code	: PSY3004
Department	: Psychology
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Basic Principles of Psychology (or equivalent)
Medium of Instruction	: EMI
Course Level	: 3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills

4b. Written Communication Skills

5. Social Interaction Skills

6. Ethical Decision Making

7. Global Perspectives

1. Course Synopsis

This course aims to introduce students to some of the major theories of personality which aim to describe and/or explain individual differences in human behavior and the research methods used to study personality. Each theory will be discussed within the following framework: the major assumptions of the theory; the structure, dynamics, and development of personality according to the theory; views on psychopathology; implications and application of the theory. Students are expected to critically examine the various theories covered and apply the theories in future research and daily settings with innovation. The design, application, and interpretation of personality assessments will also be discussed.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Understand and familiarize with key personality concepts and theories;
- CILO₂ Critically evaluate the underlying assumptions and empirical evidence in support of or against major theories in personality psychology;
- CILO₃ Develop a critical understanding of major methods of research and assessment in personality psychology;
- CILO₄ Apply personality theories and assessments in different settings.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Introduction to personality psychology and introduction of different personality theories, evaluation of different personality theories	CILO ₁₋₄	Lecture; Discussion; Video
Personality research methods and ethics, the design, application, and interpretation of personality assessment	CILO _{1,3,4}	Lecture; Discussion; Class exercises
Psychodynamic theories: Freud and Neo-Freudian theories	CILO ₁₋₄	Lecture; Discussion; Video; Class exercises; Group presentation
Humanistic and phenomenological theories:	CILO ₁₋₄	Lecture; Discussion; Video;

Maslow and Rogers; self-determination theory		Group presentation
Biological bases for personality: Genetic and evolutionary bases of personality traits, biological processes, hormones	CILO ₁₋₄	Lecture; Discussion; Video; Group presentation
Behaviorism and the cognitive perspective: Watson, Skinner, conditioning, and Kelly's the personal construct theory	CILO ₁₋₄	Lecture; Discussion; Video; Group presentation
Trait theories of personality: Allport, Eysenck, Cattell, the 16PF, and Five-Factor Model	CILO ₁₋₄	Lecture; Discussion; Video; Group presentation
Social cognitive perspective: and Bandura observational learning, self-efficacy	CILO ₁₋₄	Lecture; Discussion; Video; Group presentation
Integration and application of different perspectives: Similarity and contrasts among perspectives, recurrent themes, application of personality theories in different contexts	CILO ₁₋₄	Lecture; Discussion; Class activity

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Mid-term quiz: Quiz with multiple-choice questions and/or short answer questions testing students' understanding of and ability to integrate information learned in the course.	20%	CILO ₁₋₄
b. Group presentation: Each group (4-6 members) will present a particular perspective of Personality Psychology. The group will need to look through the literature and give a 20-minute oral presentation (followed by a 5-minute Q-and-A session) about the recent empirical findings and/or research direction along this perspective as well as locating a potential research gap that remains to be addressed. ALL group members MUST be involved in both the <i>preparation</i> and <i>delivery</i> of the presentations.	35%	CILO ₁₋₄
c. Individual paper: Students will be required to identify one strength and one weakness of their personality, use at least two different perspectives of personality theories to critically analyze how the personality	45%	CILO ₁₋₄

characteristics developed and what they can do to overcome the personality weakness. The word limit for the paper is 1,350 words excluding references and/or appendices.		
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5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Cervone, D., & Pervin, L. (2022). *Personality: Theory and research* (15th ed., e-version). John Wiley & Sons, Inc.

7. Recommended Readings

- Ashton, M. C., & Lee, K. (2025). Self-and observer reports of personality. *Annual Review of Psychology*, 76(1), 771-795. <https://doi.org/10.1146/annurev-psych-020124-115044>
- Boag, S. (2018). Personality dynamics, motivation, and the logic of explanation. *Review of General Psychology*, 22(4), 427-436. <https://doi.org/10.1037/gpr0000150>
- Bleidorn, W., Hopwood, C. J., Back, M. D., Denissen, J. J., Hennecke, M., Hill, P. L., ... & Zimmermann, J. (2021). Personality trait stability and change. *Personality Science*, 2(1), e6009. <https://doi.org/10.5964/ps.6009>
- Bühler, J. L., Orth, U., Bleidorn, W., Weber, E., Kretschmar, A., Scheling, L., & Hopwood, C. J. (2024). Life events and personality change: A systematic review and meta-analysis. *European Journal of Personality*, 38(3), 544-568. <https://doi.org/10.1177/08902070231190219>
- Carver, C. S., & Scheier, M. F. (2017). *Perspectives on Personality* (8th ed.). Pearson.
- Costa Jr, P. T., McCrae, R. R., & Löckenhoff, C. E. (2019). Personality across the life span. *Annual Review of Psychology*, 70, 423-448. <https://doi.org/10.1146/annurev-psych-010418-103244>
- Fraley, R. C. (2019). Attachment in adulthood: Recent developments, emerging debates, and future directions. *Annual Review of Psychology*, 70, 401-422.

<https://doi.org/10.1146/annurev-psych-010418-102813>

- Kurdi, B., Seitchik, A. E., Axt, J. R., Carroll, T. J., Karapetyan, A., Kaushik, N., Tomezsko, D., Greenwald, A. G., & Banaji, M. R. (2019). Relationship between the implicit association test and intergroup behavior: A meta-analysis. *American Psychologist*, 74(5), 569–586. <https://doi.org/10.1037/amp0000364>
- Lyu, B., Li, C., Li, H., Oh, H., Song, Y., Zhu, W., & Xing, W. (2025). The role of teachable agents' personality traits on student-AI interactions and math learning. *Computers & Education*, 234, 105314. <https://doi.org/10.1016/j.compedu.2025.105314>
- Mehl, M. R. (2017). The Electronically Activated Recorder (EAR): A Method for the Naturalistic Observation of Daily Social Behavior. *Current Directions in Psychological Science*, 26(2), 184–190. <https://doi.org/10.1177/0963721416680611>
- Neubauer, A. B., Schilling, O. K., & Wahl, H. W. (2017). What do we need at the end of life? Competence, but not autonomy, predicts intraindividual fluctuations in subjective well-being in very old age. *Journals of Gerontology - Series B Psychological Sciences and Social Sciences*, 72(3), 425–435. <https://doi.org/10.1093/geronb/gbv052>
- Soto, C. J. (2019). How Replicable Are Links Between Personality Traits and Consequential Life Outcomes? The Life Outcomes of Personality Replication Project. *Psychological Science*, 30(5), 711–727. <https://doi.org/10.1177/0956797619831612>
- Westerhof, G. J., Bohlmeijer, E. T., & McAdams, D. P. (2017). The relation of ego integrity and despair to personality traits and mental health. *Journals of Gerontology - Series B Psychological Sciences and Social Sciences*, 72(3), 400–407. <https://doi.org/10.1093/geronb/gbv062>

8. Related Web Resources

Association for Psychological Type International: <http://www.apinternational.org/>

Association for Research in Personality: <http://www.personality-arp.org/>

American Psychoanalytic Association: <http://www.apsa.org/>

American Psychological Association: <http://www.apa.org/topics/personality/index.aspx>

Minnesota Multiphasic Personality Inventory Project website:

<http://www1.umn.edu/mmpi/>

Personality Disorders, National Institute of Mental Health:

<https://www.nimh.nih.gov/health/topics/index.shtml>

LISTS OF PERSONALITY MEASURES:

Our departmental website's Test Library:

https://www.eduhk.hk/ps/files/file/department/ps/Research/Research_Facilities/Test_Library_revised20201009.pdf

York University: <http://www.yorku.ca/rokada/psycstest/>

International Personality Item Pool: <http://ipip.ori.org/>
(<https://ipip.ori.org/newIndexofScaleLabels.htm>)

Various self-tests: <http://www.queendom.com/tests/index.htm>

9. Related Journals

American Psychologist

Behavioral and Brain Sciences

Child Development

Stress and Anxiety

Journal of Personality

Journal of Personality and Social Psychology

Journal of Personality Assessment

Journal of Research in Personality

Personality and Individual Differences

Personality and Social Psychology Bulletin

Personality and Social Psychology Review

Psychological Assessment

Social Psychological and Personality Science

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

Nil