

COURSE OUTLINE

1. GENERAL

FACULTY	SOCIAL SCIENCES		
SECTION	PSYCHOLOGY		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE CODE	PSY-1104	SEMESTER OF STUDY	1 st
COURSE TITLE	Personality Theories		
INDEPENDENT TEACHING ACTIVITIES <i>in case the credits are awarded to distinct parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded uniformly for the entire course, indicate the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures, demonstration of videos		3	6
<i>Add rows if needed. The teaching organization and teaching methods used are described in detail in 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skills Development</i>	Background (Compulsory)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES (independent study of english literature and term paper)		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=507		

2. LEARNING OUTCOMES

<p>Learning Outcomes</p> <p><i>The learning outcomes of the course are described, the specific knowledge, skills and competencies of an appropriate level that students will acquire after the successful completion of the course.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the Level of Learning Outcomes for each cycle of study according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors of Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Learning Outcomes Writing Summary Guide</i> <p>This course serves as the fundamental introductory course to psychological approaches to personality. During the course, a critical overview of the central personality theories developed in psychology will be presented. Specifically, psychodynamic and phenomenological theories, behavioral, sociocognitive, and cognitive approaches, as well as theories of personality traits, will be presented. As part of the course, students will become aware of issues concerning the definition of personality and the role of genetic, environmental, social, and cultural factors in the formation of personality.</p> <p>Upon completion of the course, students are expected to:</p> <ul style="list-style-type: none"> • Understand the definitions, basic dimensions, and factors that shape personality based on prevailing theoretical approaches and contemporary research findings in the study of personality. • Understand the basic concepts, principles, and practical applications of the central theories of personality. • Be able to critically analyze and evaluate the dominant personality theories, as well as the

various research approaches in the study of personality.

- Recognize the contributions and limitations of each personality theory.
- Link different theories and research methods to specific practical applications.

General Competencies

Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below), which of them does the course aim at?

Search, analyze and synthesize data and information, using the necessary technologies

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Working in an international environment

Working in an interdisciplinary environment

Generation of new research ideas

Project planning and management

Respect for diversity and multiculturalism

Respect for the natural environment

Demonstrate social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Promoting free, creative, and inductive thinking

- Ability to search for, analyze, and synthesize data and information, using appropriate technologies.
- Capacity for independent work.
- Respect for diversity and multiculturalism.
- Promotion of free, creative, and inductive thinking.

3. COURSE CONTENT

The course content is aligned with the five core pillars of the curriculum: **Scientific Foundations [1]**, **Scientific Research and Critical Thinking [2]**, **Ethics and Social Responsibility [3]**, **Communication Skills [4]**, and **Preparation for Career Decision-Making and Professional Development [5]**.

Week 1: Introduction to Theories of Personality [1, 2]

- From everyday observations to systematic theories of personality
- Basic concepts and definitions of personality

Week 2: The Scientific Study of Personality [1, 2]

- Data in personality psychology
- Research directions in the study of personality
- Personality assessment: self-report questionnaires, projective tests, interviews, observation

Week 3: Psychodynamic Theories of Personality I: Freud [1, 2, 3]

- Sigmund Freud's psychoanalytic theory of personality
- Applications and critical evaluation of Freud's theory

Week 4: Psychodynamic Theories of Personality II: Neo-Freudian Theorists [1, 2, 3]

- Alfred Adler's individual psychology
- Carl G. Jung's analytical psychology
- Karen Horney's theory of personality
- Erik Erikson's theory of identity

Week 5: The Humanistic Approach [1, 2, 3]

- Carl R. Rogers' person-centered theory of personality
- Abraham H. Maslow's hierarchy of needs
- Applications and critical evaluation of humanistic theories

Week 6: Behaviorism and Learning Approaches to Personality [1, 2, 3]

- Ivan Pavlov's theory of classical conditioning
- B. F. Skinner's theory of operant conditioning
- Critical evaluation of learning theories

Week 7: The Social-Cognitive Theory of Personality [1, 2, 3]

- Early contributors: Mahoney, Meichenbaum, Kanfer, Rotter

- Social-cognitive theory of personality (Albert Bandura and Walter Mischel)
- Applications and critical evaluation

Week 8: Cognitive Components of Personality [1, 2, 3]

- George A. Kelly's personal construct theory
- Self-beliefs and self-schemas (Hazel Markus, Tory Higgins)
- Cognitive theory and psychopathology (Albert Ellis, Aaron Beck, Jeffrey Young)

Week 9: Biological Bases of Personality [1, 2, 3]

- Biology, temperament, and personality development

Week 10: Trait Theories of Personality I: Allport, Cattell, Eysenck [1, 2, 3]

- Theories of Gordon Allport, Raymond Cattell, and Hans Eysenck
- Applications and critical evaluation of trait theories

Week 11: Trait Theories of Personality II: Five-Factor Model, HEXACO, Dark Triad [1, 2, 3]

- The Five-Factor Model (Lewis Goldberg, Paul Costa, Robert McCrae)
- HEXACO model (six-factor model)
- The Dark Triad of personality
- Applications and critical evaluation of trait theories

Week 12: Personality in Context: Interpersonal Relationships, Culture, and Lifespan Development [1, 2, 3, 4, 5]

Week 13: Review of Theory and Research in Personality [1, 2, 3, 4, 5]

- Integrative and comprehensive perspectives on personality
- Review of key concepts and final discussion

4. TEACHING AND LEARNING METHODS - ASSESSMENT

<p>DELIVERY <i>METHOD Face to face, Distance learning, etc.</i></p>	In class																				
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with students</i></p>	Use of ICT in teaching Support for learning through the E-learn online platform																				
<p>TEACHING ORGANIZATION <i>The method and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliography Study & Analysis, Tutorial, Internship (Placement), Clinical Practicing, Art Workshop, Interactive Teaching, Educational visits, Project Writing, Writing a project / assignments, Artistic creation, etc.</i></p> <p><i>The student's study hours for each learning activity are listed as well as the hours of unguided study so that the total workload at semester level corresponds to ECTS standards</i></p>	<table border="1"> <thead> <tr> <th data-bbox="671 1279 935 1384">Activity</th> <th data-bbox="935 1279 1134 1384">Semester Workload</th> <th data-bbox="1134 1279 1361 1384">ECTS credits</th> </tr> </thead> <tbody> <tr> <td data-bbox="671 1384 935 1435">Lectures</td> <td data-bbox="935 1384 1134 1435">39</td> <td data-bbox="1134 1384 1361 1435">1,56</td> </tr> <tr> <td data-bbox="671 1435 935 1554">Study for mid-term examination and examination</td> <td data-bbox="935 1435 1134 1554">40</td> <td data-bbox="1134 1435 1361 1554">1,60</td> </tr> <tr> <td data-bbox="671 1554 935 1673">Independent study for final examination</td> <td data-bbox="935 1554 1134 1673">65</td> <td data-bbox="1134 1554 1361 1673">2,60</td> </tr> <tr> <td data-bbox="671 1673 935 1724">Final examination</td> <td data-bbox="935 1673 1134 1724">2</td> <td data-bbox="1134 1673 1361 1724">0,08</td> </tr> <tr> <td data-bbox="671 1724 935 1910">Total Course Workload (25 hours of student workload per ECTS credit)</td> <td data-bbox="935 1724 1134 1910">146</td> <td data-bbox="1134 1724 1361 1910">5,84</td> </tr> </tbody> </table>			Activity	Semester Workload	ECTS credits	Lectures	39	1,56	Study for mid-term examination and examination	40	1,60	Independent study for final examination	65	2,60	Final examination	2	0,08	Total Course Workload (25 hours of student workload per ECTS credit)	146	5,84
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<p>STUDENT EVALUATION <i>Description of the evaluation process</i></p>	Assessment is conducted in Greek. For Erasmus students, it is conducted in English.																				

<p><i>Assessment Language, Assessment Methods, Formative or Summative, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay/Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other/Others</i></p> <p><i>Explicitly defined evaluation criteria and whether and where they are accessible to students are mentioned.</i></p>	<p>The assessment criteria are presented during the first class held in the lecture hall and are posted on the course website</p> <p>The final grade for the course will be based on:</p> <ol style="list-style-type: none"> 1. Coursework (30% of the final grade) 2. Final Exams (70% of the final grade).
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5. RECOMMENDED-BIBLIOGRAPHY

<ul style="list-style-type: none"> ● Cervone, D., & Pervin, L. A. (2013). <i>Theories of Personality: Research and Applications</i> (A. Brouzos, Ed. transl.). Gutenberg. ● Chamorro-Premuzic, T. (2013). <i>Personality and Individual Differences</i> (I. Bezevegkis, Ed. transl.). Gutenberg. ● Funder, D. C. (2025). <i>The Puzzle of Personality</i> (Scientific co-editors: F. Anagnostopoulos, E. Karakasidou, Aik. Koutra). Pedio. ● Pervin, L. A., & John, O. P. (2001). <i>Personality: Theory and research</i>. Typothito. ● Potamianos, G., & Anagnostopoulos, F. (Eds.). (2012). <i>Personality: Theories, Clinical practice and Research</i>. Papazisis. ● Schultz, D. P., & Schultz, S. E. (2021). <i>Personality Theories</i> (F. Anagnostopoulos, Ed.). Pedio. ● Selected articles from scientific journals such as: <i>European Journal of Personality, Journal of Research in Personality, Journal of Personality and Social Psychology, Journal of Personality Assessment, Personality and Individual Differences</i>, etc. ● Course lecture materials and worksheets provided by the instructor.
