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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Psychology of Personality | PCG 551 | 1 | 3+0 | 3 | 6 |

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| **Prerequisites** |  |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree |
| **Course Type** | Compulsory |
| **Course Coordinator** |  |
| **Instructors** |  |
| **Assistants** |  |
| **Goals** | Focuses on major personality theories such as Psychoanalytical theory; Object Relations Theory; Attachment Theory; Interpersonal Theory; Holistic-Dynamic Theory; Person Centered Theory; Factors and Traits Theory; Social Cognitive Theory; Personal Constructs Theory; Social Constructivist Theory |
| **Content** | Survey of major theories of personality and empirical studies on personality development and functioning. Focus on physical, cognitive, social and emotional development and adjustment in adolescence and youth. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| Ability to explain the main theoretical perspectives to personality | 1,2,3,4 | 1, 2 | A, B, G |
| Ability to describe the relations among the different psychological schools of thought, and learning about their influence on and contributions to one another | 1, 2, 3, 4, 9, 10 | 1, 2 | A, B, G |
| Ability to critically analyze the various definitions of personality; the relationship between personality and social, cultural, and interactional contexts; the sources of unique aspects of personality | 9, 10,14, 15, 16 | 1, 2 | A, B, G |

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| **Teaching Methods:** | | 1: Lecture, 2: Discussion, 3: Seminar, 4: Research, 5: Simulation/Case study/Role playing, 6: Problem session, 7: Guest speaker | |
| **Assessment Methods:** | | A: Exam, B: Assignment, C: Presentation, D: Research, E: Debate, F: Quiz, G: Participation | |
| **COURSE CONTENT** | | | |
| **Week** | **Topics** | | **Study Materials** |
| 1 | Introduction | | Feist & Feist Unit 1 |
| 2 | Theoretical, historical, and philosophical issues | | Feist & Feist Unit 1 |
| 3 | Freud & Psychoanalytical Theory | | Feist & Feist Unit 2 |
| 4 | Freud & Psychoanalytical Theory | | Feist & Feist Unit 2 |
| 5 | Melanie Klein and Object Relations Theory | | Feist & Feist Unit 5 |
| 6 | Attachment Theory | | Feist & Feist Unit 5 |
| 7 | Midterm | |  |
| 8 | Sullivan and Interpersonal Theory | | Feist & Feist Unit 8 |
| 9 | Maslow and Holistic-Dynamic Theory | | Feist & Feist Unit 10 |
| 10 | Rogers and Person Centered Theory | | Feist & Feist Unit 11 |
| 11 | Eysenck, McCrae, & Costa and Five Factor Theory | | Feist & Feist Unit 14 |
| 12 | Bandura and Social-Cognitive Theory | | Feist & Feist Unit 16 |
| 13 | Kelly and Personal Constructs Theory | | Feist & Feist Unit 18 |
| 14 | Critical/Social Constructionist Theory | | Burr, Unit 1-4 |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Fiest, J. & Feist, G. J. 2009. *Theories of Personality*. McGraw-Hill International Edition.  Burr, Vivien. 1995. An Introduction to Social Constructionism. New York: Routledge. |
| **Additional Resources** | Şakacı, Figen. 2010. *Bitirgen*. İstanbul: Everest Yayınları |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** | 2 Presentation |
| **Exams** | 1 midterm exam; 1 final exam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 58 |
| Presentation | 2 | 25 |
| Participation | 1 | 17 |
| **Total** |  | 100 |
| **Contribution of Final Examination to Overall Grade** |  | 40 |
| **Contribution of In-Term Studies to Overall Grade** |  | 60 |
| **Total** |  | 100 |

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| **Course Category** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Mastering the major concepts, theoretical perspectives, and historical trends of psychology as a scientific discipline. |  |  |  |  | x |  |
| 2 | Demonstrating familiarity with the subfields of psychology and their methods and applications. |  |  |  |  | x |  |
| 3 | Incorporating the theories and empirical bases of psychology. |  |  | x |  |  |  |
| 4 | Comparing the similarities and differences of other scientific disciplines with psychology, understanding their potential contribution to psychology, and develop an awareness of interdisciplinary studies. |  |  |  |  | x |  |
| 5 | Understanding the basic characteristics and principles of psychological research, and research ethics. |  |  | x |  |  |  |
| 6 | Understanding the basic research methods in psychology, including research design, data collection, data analysis and interpretation by using recent information technologies. | x |  |  |  |  |  |
| 7 | Designing and conducting research studies to answer psychological questions by using relevant research methods, knowledge and skills. | x |  |  |  |  |  |
| 8 | Learning to access knowledge, to use it effectively, to review interdisciplinary literature, and to use the relevant database and other resources. | x |  |  |  |  |  |
| 9 | Applying critical thinking and scientific approach to understand theories, research methods and applications in psychology. |  | x |  |  |  |  |
| 10 | Developing analytical, critical and creative thinking and expression—being both logical and fluent. |  |  |  |  | X |  |
| 11 | Developing an awareness of potential application areas of main research findings in psychology. |  |  |  |  | x |  |
| 12 | Incorporating theoretical and practical knowledge in the area of psychology and its related areas of specialization. |  |  |  | x |  |  |
| 13 | Learning the application areas and methods of psychology, and understanding the importance of the commitment to the professional code of ethics. |  |  | x |  |  |  |
| 14 | Integrating psychological knowledge and theories to produce social, cultural and theoretical explanations within the framework of professional code of ethics. Exhibiting an awareness of social sensitivity and individual responsibility. |  |  | x |  |  |  |
| 15 | Working effectively both as a team, as well as independently. |  |  |  |  | x |  |
| 16 | Thinking, reading, writing, and communicating in English effectively. |  |  |  |  | x |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 14x Total course hours) | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 7 | 98 |
| Mid-Term | 1 | 10 | 10 |
| Presentation | 2 | 5 | 10 |
| Final Examination | 1 | 15 | 15 |
| **Total Work Load** |  |  | 175 |
| **Total Work Load / 25 (h)** |  |  | 6 |
| **ECTS Credit of the Course** |  |  | 6 |