



Universitat de Lleida

DEGREE CURRICULUM  
**PSICOLOGIA DIFERENCIAL**

Coordination: Àngel Blanch

Academic year 2014-15

## Subject's general information

<b>Subject name</b>	PSICOLOGIA DIFERENCIAL
<b>Code</b>	102816
<b>Semester</b>	1r Q
<b>Typology</b>	Obligatòria
<b>ECTS credits</b>	6
<b>Theoretical credits</b>	0
<b>Practical credits</b>	0
<b>Coordination</b>	Àngel Blanch
<b>Modality</b>	Presencial
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.
<b>Language</b>	Català / castellà / anglès
<b>Degree</b>	Grau en Psicologia

Àngel Blanch

## Subject's extra information

Es recomana tenir aprovades les assignatures següents: Mètodes, dissenys i tècniques d'investigació psicològica i Estadística I. Es recomana un nivell bàsic o intermig en llengua anglesa.

## Learning objectives

1. Analyzing and identifying the main processes in individual differences.
2. Knowing the main biological factors, psychosocial and cultural individual differences.
3. Ability to analyze, identify and measure the role of individual differences in psychological health and wellbeing.
4. Knowing and being able to identify the main individual differences based on sex, gender, age and culture.
5. Being able to use accurately and rigorously key terms and concepts in individual differences.
6. Selecting assessment techniques in psychology individual differences more appropriate in different areas.
7. Transmitting information and preparing oral and written reports according to individual differences.

## Competences

1. Being able to describe and measure variables of intelligence, skills, and other individual differences.
2. Being able to identify differences, problems and needs.
3. Being able to diagnose according to the criteria of the profession.
4. Being able to assess the role of factors and individual differences to choose the appropriate psychological intervention techniques.
5. Being able to use strategies and techniques involved in the intervention recipients.
6. Being able to assess the role of individual differences involved in the intervention recipients.
7. Being able to assess the role of individual differences on strategies and intervention methods basic Recipients: psychological advice, counseling, negotiation, mediation.
9. Knowing how to plan the evaluation of programs and interventions.
10. Knowing how to plan the evaluation of programs and interventions individual differences.
11. The ability to measure and collect data relevant to the evaluation of interventions.
12. Knowing how to provide feedback to recipients appropriately and accurately.

## Subject contents

The contents are structured into three distinct modules:

MODULE 1. Psychological characteristics and interindividual variability. Specific concepts. Correlational vs. experimental methodology. Correlation, factor analysis, and causal analysis. Controversies and origins.

MODULE 2. Areas of study. Approaches, constructs, models, and measures. Intelligence, and human abilities. Structure of intelligence. Causal approach to human abilities.

MODULE 3. Applied domains of intervention. Individual differences in the workplace. Adjustment person - environment versus demand - control. Intelligence, personality and job performance. Vocational choice.

## Methodology

Training activities are mainly classroom lectures, practical classes, preparing individual or group assignments, and tutorials, which are structured according to the following table:

	Grup gran	Grup mitjà	Presencial	No Presencial
Lectures	X	X	X	
Practical	X	X	X	
Individual and group assignments	X	X		X
Tutorials			X	

## Development plan

Week. Activities

1. Introducing the course and beginning of Module 1
2. Exposition of theory (Module 1)
3. Practical exercises and problem solving
4. Exercises correction and revision
5. Continuous assessment test 1
6. Exposition of theory (Module 2)
7. Practical activities
8. Practical activities
9. Revision and analysis of practical activities
10. Continuous assessment test 2
11. Exposition of theory (Module 3)
12. Practical exercises
13. Practical exercises
14. Exercises correction
15. Preparation of continuous assessment test 4
16. Continuous assessment test 4
17. Evaluation Review
18. Evaluation Review
19. Evaluation Review

## Evaluation

The course evaluation is continuous and summative, 4 continuous assessment tests (CATs). The weight of each test on the overall rating (Q), and evaluated contents are shown in the following table.

	CAT1	CAT2	CAT3	CAT4
MODULE 1	2.5 Written test with material; (Individual) Week 6	2.5 Practical assignment; (Group) Week 11	2.5 Problem resolution; (Group) Week 15	2.5 Multiple choice test; (Individual) Week 16
MODULE 2	---			
MODULE 3	---	---	---	

The final (Q) of the course is obtained with  $Q = \text{CAT1} + \text{CAT2} + \text{CAT3} + \text{CAT4}$ . To pass the course is necessary to obtain  $Q > 5.00$ . The characteristics of each CAT will be shown in the classroom

## Bibliography

### Basic Bibliografy

- Anastasi, A. (1937). *Differential psychology. Individual and group differences in behavior*. New York: The MacMillan Company.
- Andrés-Pueyo, A. (1997). *Manual de psicología diferencial*. Madrid: McGraw-Hill.
- Colom, R. (1995). *Capacidades humanas*. Madrid: Pirámide.
- Colom, R. (2005). *Psicología de las diferencias individuales. Teoría y práctica*. Madrid: Pirámide.
- Eysenck, H.J. (1983). *Estructura y medición de la inteligencia*. Barcelona: Herder.
- Furnham, A. (1995). *Personalidad y diferencias individuales en el trabajo*. Madrid: Pirámide.
- Hunt, E., & Carlson, J. (2007). Considerations relating to the study of group differences in intelligence. *Perspectives on Psychological Science*, 2, 2, 194-213.
- Jayme, M. y Sau, V. (1996). *Psicología diferencial del sexo y el género. Fundamentos*. Barcelona: Icaria Editorial, S.A.
- Juan-Espinosa, M. (1997). La inteligencia según Hans Jürgen Eysenck. *Revista de Psicología General y Aplicada*, 50, 4, 513-537.
- Juan-Espinosa, M. (1997). *Geografía de la inteligencia humana. Las aptitudes cognitivas*. Madrid: Pirámide.
- Pinker, S. (2002). *The blank slate. The modern denial of human nature*. London: Penguin Books.

### Complementary Bibliografy

- Aluja, A., Blanch, A. (2004). Depressive mood and social maladjustment: Differential effects on academic achievement. *European Journal of Psychological Assessment*, 19, 121-131.
- Aluja, A., Blanch, A., y García, L. (2005). Dimensionality of the Maslach Burnout Inventory in school teachers: A study of several proposals. *European Journal of Psychological Assessment*, 21, 67-76.
- Blanch, A. Torrelles, B., Aluja, A., & Salinas, J.A. (2009). Age and lost working days as a result of an occupational accident: A study in a shiftwork rotation system. *Safety Science*, 47, 1359-1363.
- Blanch, A., & Aluja, A. (2012). Social support (family and supervisor), work-family conflict, and burnout: Sex differences. *Human Relations*, 65(7), 811-833.
- Blanch, A., & Aluja, A. (2013). A regression tree of the aptitudes, personality, and academic performance relationship. *Personality and Individual Differences*, 54(6), 703-708.
- Blanch, A., Balada, F., & Aluja, A. (2013). Presentation and AcqKnowledge: An application of software to study human emotions and individual differences. *Computer Methods and Programs in Biomedicine*, 110(1), 89-98.
- Blanch, A., Balada, F., & Aluja, A. (2014). Habituation in acoustic startle reflex: Individual differences in personality. *International Journal of Psychophysiology*, 91, 89-98.
- Bouchard, T.J. (1998). Genetic and environmental influences on adult intelligence and special mental abilities. *Human Biology*, 70, 257-279.
- Gottfredson, L.S. (1997). Mainstream science on intelligence: An editorial with 52 signatories, history and bibliography. *Intelligence*, 24, 13-23.

Halpern, D. (1997). Sex differences in intelligence: Implications for education. *American Psychologist*, 52, 1091-1102.

Lubinski, D. (2000). Scientific and social significance of assessing individual differences: "Sinking shafts at a few critical points". *Annual Review of Psychology*, 51, 405-444.

Martínez Arias, R. (1991). Inteligencia y procesos superiores. En M<sup>a</sup>R. Martínez Arias y Yela, M. (coords.). *Pensamiento e inteligencia*. Madrid: Alhambra Longman. (pp. 63-101).

Muñiz Fernández, J. (1991). Inteligencia y procesos básicos. En M<sup>a</sup>R. Martínez Arias y Yela, M. (coords.). *Pensamiento e inteligencia*. Madrid: Alhambra Longman. (pp. 33-61).

Wood, W. y Eagly, A.H. (2002). A cross-cultural analysis of the behavior of women and men: Implications for the origins of sex differences. *Psychological Bulletin*, 128, 699-727.

### **Internet resources**

International Personality Item Pool: A Scientific Collaboratory\* for the Development of Advanced Measures of Personality and Other Individual Differences. <http://ipip.ori.org/>

International Society for Intelligence Research. <http://www.isironline.org/>