

PERSONALITY, INTELLIGENCE AND TESTING

TPS-2-202

TPS-3-302

<http://www.sbu.ac.uk/psycho/teaching/pit-main.shtml>

Faculty of Arts and Human Sciences

2007-2008

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1. UNIT DETAILS

Unit Title:	Personality, Intelligence and Testing
Unit Level:	2/3
Unit Reference Number:	TPS-2-202; TPS-3-302
Credit Value:	1
Student Study Hours:	150
Contact Hours:	36
Private Study Hours:	114
Pre-requisite Learning (If applicable):	None
Co-requisite Units (If applicable):	None
Course(s):	BSc (Honours) Psychology BA/BSc Combined Honours Degree – Psychology Field Graduate Diploma in Psychology
Year and Semester	2007-08, Semester 2
Unit Coordinator:	Dr Asli Niazi
UC Contact Details (Tel, Email, Room)	5777; niazia@lsbu.ac.uk ; E-343A
Teaching Team & Contact Details (If applicable):	Dr Asli Niazi and Dr Janice Brown, 5789; brownap@lsbu.ac.uk ; E-339
Subject Area:	Psychology
Summary of Assessment Method:	Coursework Essay: 40% Essay Examination: 60%

2. SHORT DESCRIPTION

The unit provides an account of the psychology of human individual differences, organised in terms of the following three major areas of interest:

- the nature, construction and use of psychological tests, and techniques of psychological testing
- theories of human personality and approaches to personality assessment;
- theories of intelligence and approaches to intelligence testing, and

3. AIMS OF THE UNIT

Lectures will provide a broad understanding of the historical, theoretical and practical issues in individual differences research, focusing on personality, intelligence, and test construction, administration and interpretation. Social and biological aspects of personality and intelligence will be considered; and emphasis will be placed on the appropriate interpretation of the research literature.

Practical workshops will introduce the main facets of psychological testing in the personality and intelligence domains. Students will sample a number of psychological tests, learning about their theoretical development, construction, psychometric characteristics, administration and scoring procedure, interpretation of test scores, and feedback.

4. LEARNING OUTCOMES

4.1 Knowledge and Understanding

- Knowledge of approaches to the study of both personality and intelligence
- Understanding of key debates in individual differences, including nature/nurture; nomothetic/idiographic; type/trait
- Familiarity with psychological measurement of both personality and intelligence
- Understanding of the limitations of psychometric approaches

4.2 Intellectual Skills

- Explain the role of personality and intelligence factors in the context of general experimental psychology;
- Outline the different approaches to the development of personality and intelligence models (e.g., theory vs. Data-driven);
- Describe the main theoretical approaches to the measurement of personality and intelligence, including both social and biological theories;
- Have a proper understanding of what is meant by the heritability estimate, and the strengths and weaknesses of different genetic methodologies;
- Describe the relationship between traits of personality and psychological/physical health, and be able to relate these findings to major theoretical perspectives; and
- Describe the fundamental elements of psychometrics in test development, as well as the elements of good practice in the administration, scoring and interpretation of test scores.

4.3 Practical Skills

- Outline the main theoretical approaches to test construction;
- Detail the principal stages in test construction;
- Discuss the importance and relevance of reliability, validity, and normative data;
- Specify the correct administrative procedures for different tests;
- Interpret and provide accurate feedback on test scores; and
- Discuss the British Psychological Society's good practice guidelines for psychological testing (Level A).

4.4 Transferable Skills

- Retrieve and organize information effectively
- Make critical judgments and evaluations
- Communicate effectively using written language
- Write essays, find the relevant literature and read independently

5. ASSESSMENT OF THE UNIT

Assessment will be in two parts; a piece of coursework (worth 40% of the total mark) and a two hour unseen exam (worth 60% of the total mark).

Exam: The exam will consist of 6 essay questions, 3 from the personality section and 3 from the intelligence section. Students will be required to answer one question from each section.

Coursework: This will be an essay (2,000 words for L2 and GD and 2,500 words for L3).

Details on submission of coursework

Coursework deadlines are published on Psychology notice boards, on general Psychology Blackboard and on the faculty website. It is your responsibility to ensure that you are aware of these dates. All coursework must be submitted to the Faculty Office in Borough Road (B266).

When handing in coursework, you must:

- complete the coursework submission form and attach it to the front of your coursework;
- take the coursework to the Faculty Office. Your submission form will be date stamped and a receipt issued. Please keep all receipts. You must not hand coursework to your unit co-ordinator or other lecturer.

Unless you have obtained a formal extension from your year tutor, coursework submitted:

- up to two weeks after the deadline date will receive a maximum mark of the pass mark (40%);
- more than two weeks after the deadline will not be marked.

Extensions are only granted for valid reasons (see Course guide). Concrete evidence (e.g. medical certificate) will normally be required by the Year Tutor. If you want an extension of the deadline date, you must:

- get a copy of the form for late submission from the Faculty Office;
- fill in Part A of the form, giving reasons why you cannot meet the existing deadline date;
- supply the Year tutor with relevant documentary evidence;
- ask the Year Tutor to fill in Part B – the decision whether to agree the request rests with the Year Tutor;

- attach the form to the front of your coursework when you submit it (keep a copy for your records).
- each extension form is only valid for one piece of coursework. The maximum extension is two weeks.

The Faculty Office is at times very busy, especially when course work is due to be submitted or handed back. Staff in the Office endeavour to do their best to give support and answer individual student requests. In return, it is expected that students exercise patience and behave courteously whilst waiting at the counter. In all social exchanges in the classroom and in the university as a whole, students and staff are expected to follow the guidelines of acceptable behaviour as outlined in the University Equal Opportunities Document. A copy of this document is available for reference in the Faculty office and the Student Handbook contains a summary of its core principles.

Coursework should be submitted in the way specified. Occasionally, individual students may be asked, in writing, to also provide an electronic copy. Failure to supply electronic copy within two weeks of a written request will result in the coursework being deemed as an incomplete submission, hence given a mark of zero.

6. FEEDBACK

Feedback will normally be given to students 20 working days after the submission of an assignment.

7. INTRODUCTION TO STUDYING THE UNIT

7.1 Overview of the Main Content

Lecture Programme

Lecture topics comprise: (1) nature and fundamentals of psychological testing; and (2) the procedures for test administration, scoring, interpretation and feedback; (3) the meaning and measurement of personality; (4) structural models of personality traits; (5) the role of traits and situations in the determination of behaviour; (6) the relationship between personality and both psychological and physical health; (7) the biological basis of personality; (8) models of intelligence, including debates concerning the number of factors and nature of intelligence (e.g., psychometric vs. practical factors), and the social/biological correlates of intelligence; (9) ways of testing intelligence; (10) genetic and environmental effects on intelligence.

Workshop Programme

Practical workshops will introduce the important elements of psychological testing, sufficient to allow students: (1) to appreciate the theoretical development process that guides the construction of test items, scales and formats; (2) to be able to identify the important elements of tests (e.g., reliability, validity, normative data); (3) to understand the importance of standardised instructions and testing procedure; and (5) to interpret scores and provide feedback in a way that is factually correct and ethically proper. The British Psychological Society (Level A) good practice guidelines will be presented.

7.2 Overview of Types of Classes

This unit will comprise lectures (app. 1 to 1.5 hours), seminars (app. 1 hour 45 min) and directed study. Students will be provided with a total of twelve lectures and five seminars during the semester. The first lecture will introduce the area of and the fundamentals of psychological testing. There will be 5 lectures on personality and 4 lectures on intelligence. There will also be a session where a guest lecturer will come and do a lecture on possible application of psychological assessment in an applied area. There will also be a revision lecture at week 12. For both lectures and seminars students will be expected to have undertaken relevant reading, made appropriate notes and be prepared to discuss their reading and appraisal of such literature.

Lectures take place on Wednesday from 9:30 am to 11:00 a.m. ***Please note that lectures start promptly at 9:30 a.m.***

Seminars take place Wednesday from 11:15 a.m. to 1:00 p.m. as follows:

Group A	Room	Tutor: DS	Weeks 2, 4, 6, 8 and 10
Group B	Room	Tutor: DS	Weeks 3, 5, 7, 9 and 11
Group C	Room	Tutor: TBA	Weeks 2, 4, 6, 8 and 10
Group D	Room	Tutor: TBA	Weeks 3, 5, 7, 9 and 11
Group E	Room	Tutor: JB	Weeks 2, 4, 6, 8 and 10
Group F	Room	Tutor: AN	Weeks 2, 4, 6, 8 and 10

Note: Groups A, B,C, D are SH, Group E is CH and Group 6 is GD students.

AN = Asli Niazi JB = Janice Brown DS = Debbie Smith TBA = To Be Arranged

A note on anonymity of individual test results

Tests will be performed anonymously, insofar as response sheets will not be identified either by student name or ID. Response sheets are not submitted and remain the property of the student.

A note on follow-up (if required) of individual test results

Although these tests are not being performed in the usual context of individual counselling or guidance, but to acquaint you as potential practitioners with the elements of good practice in relation to psychometric testing, it is possible that a test result may give rise to concern, either because it is at odds with your perception of yourself in some respect, or because it confirms a level of psychological distress which is being, or has been, experienced but where no assessment or counselling has been sought to date. Should a test result give rise to this sort of concern, you are advised in the first instance to contact your Workshop tutor who will first check that your test result has been scored and interpreted correctly, and who, if it seems prudent in the light of further discussion, will be able to refer you to a source of professional advice. If you wish to discuss the matter with someone other than a member of the teaching team, you may wish to contact the Student Advice Worker (Mental Wellbeing) based in the Centre for Learning Support and Development (x 6425).

7.3 Importance of Student Self-Managed Learning Time

It is expected that student will undertake relevant self-managed learning. In other words, it is expected that outside of formal teaching periods students will be required to prepare for the forthcoming lecture and seminar. This requires that relevant reading be undertaken, critical notes about the literature taken, critical thinking undertaken about this literature and also the preparation of key points, key questions and key observations for discussion in the seminar.

7.4 Employability

This unit will provide a good range of relevant knowledge and skills for students considering careers in occupational psychology and testing.

8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

Weeks	Lectures	Seminars
1.	The nature and fundamentals of psychological testing	No seminar
2.	Meaning and measurement of personality	The Eysenck Personality Questionnaire (EPQ)
3.	Structural models of personality	The Eysenck Personality Questionnaire (EPQ)
4.	Traits and situations as determinants of behaviour	The Spielberger State-Trait Anxiety Inventory (STAI)
5.	Personality and health	The Spielberger State-Trait Anxiety Inventory (STAI)
6.	Biological basis of personality	Raven's Standard Progressive Matrices (SPM)
7.	Theories of intelligence	Raven's Standard Progressive Matrices (SPM)
EASTER BREAK		
8.	Testing intelligence	Alice Heim 5 (AH5) Intelligence Test
9.	Guest lecture	Alice Heim 5 (AH5) Intelligence Test
10.	Genetic and environmental effects on intelligence I	The Schutte Emotional Intelligence (EI) Scale
11.	Genetic and environmental effects on intelligence II	The Schutte Emotional Intelligence (EI) Scale
12.	Revision	No seminar

LECTURE PROGRAMME

WEEK 1 - The nature and fundamentals of psychological testing

Objectives: To provide an overview of the fundamental nature of psychological tests, including the basic purpose and definition of tests; the phases of test construction; test norms; standardization; and the reliability and validity of scales. BPS code of good practice for psychological testing will also be briefly covered.

Topics:

- The nature of the psychological testing
- Norms and test standardization
- Types of reliability
- Types of validity
- Test construction
- BPS code of good practice for Psychological testing

Learning Outcomes: At the end of this lecture you should be able to answer the following questions:

1. What is the psychometric approach?
2. What is the purpose and nature of test norms?
3. What factors should be considered in standardizing test materials and procedures?
4. What are the various types of reliability and validity, and what are their purposes?
5. How are tests constructed?
6. What are the codes of good practice for psychological testing?

Reading:

Core Reading

Murphy, K. R., & Davidshofer, C. O. (2005). *Psychological testing: Principles and applications* (6th edition). London: prentice Hall. **Chapters 1, 4 - 6, 8, 9 and 11.**

Background Reading

Janda, L.H. (1998). *Psychological testing: Theory and applications*. London: Allyn and Bacon.

Kline, P. (1995). *The handbook of psychological testing*. London: Routledge.

Gregory, R. J. (2007). *Psychological testing: History, principles and applications*. London: Pearson International.

<http://www.psychtesting.org.uk/the-ptc/guidelinesandinformation.cfm> - two documents on this site are also very relevant for BPS Psychological Testing guidelines. These are "A Test Takers Guide" and "A Test Users Guide".

WEEK 2 - Meaning and measurement of personality

Objectives: To provide a thorough introduction to the concept of personality as it is currently used in psychology; to provide a sample of definitions which point to both the *structure* (traits) and *processes* (theoretical models); to delineate the concept of the trait; to contrast idiographic (unique) and nomothetic (universal) conceptions of the trait; and to outline the main forms of personality assessment.

Topics:

- Where personality psychology fits with experimental psychology.
- Why is the concept of personality needed at all.
- Definitions of personality that focus on common elements of personality: *structure* and *process*.
- Definition of traits as the building blocks of personality structure.
- The nature of traits: the idiographic-nomothetic debate.
- Types of assessment methods: their pros and cons.

Learning Outcomes: At the end of this lecture you should be able to answer the following questions:

1. Why is the concept of personality required in psychology?
2. What would be the consequences if the concept of personality was not used?
3. What are the main elements of modern definitions of personality?
4. What are traits, and what organising function do they serve?
5. How did Allport classify the different types of traits?
6. What are the main features of idiographic and nomothetic accounts of personality?
7. What are the strengths and weakness of the major methods of personality assessment?

Reading:

Core Reading

Maltby, J., Day, L. & Macaskill, A. (2007). *Personality, Individual Differences and Intelligence*. London: Pearson & Prentice Hall. **Chapter 1.**

Background Reading

Carver, C. S. & Scheier, M. F. (2004). *Perspectives on personality* (5th edition). London: Allyn & Bacon.

Corr, P. J. (1998). Causes and chaos in personality psychology: caveat emptor! *Personality and Individual Differences*, 24, 137-139. **(Available online via Science Direct)**

Kline, P. (1993). *Personality: The psychometric view*. London: Routledge.

Lamiell, J.T. (1981). Toward an idiographic psychology of personality. *American Psychologist*, 36, 276-289.

Matthews, G., Deary, I. J., & Whiteman, M. C. (2003). *Personality traits* (2nd edition). Cambridge: Cambridge University Press.

Mischel, W., Shoda, Y., & Smith, R.E. (2004) *Introduction to personality: Toward an integration* (7th ed.) Hoboken, NJ: John Wiley & Sons.

WEEK 3 - Structural models of personality

Objectives: To provide an overview of the major structural (trait) models of personality, comprising Eysenck's 3-factor model (PEN Model), Cattell's 16-factor model (16-PF), and Costa and McCrae's five-factor model (FFM). The theoretical and empirical basis of these models will be presented. Also the problems with self-report measures will be discussed.

Topics:

- Types, dimensions, traits, habits and specific responses, and how they fit into an hierarchical model of personality.
- Psychiatric foundations of Eysenck's Extraversion, Neuroticism and Psychoticism factors, and the evolution of these scales.
- Cattell's empirical approach using factor analysis.
- Development of the five-factor model in personality research, and its limitations.
- Problems with self-report measures.

Learning Outcomes: At the end of this lecture you should be able to answer the following questions:

1. What is the hierarchical view of personality, and can it reconcile idiographic and nomothetic levels of explanation?
2. How were Eysenck's three dimensions developed and refined?
3. How were Cattell's factors developed, and what are the problems with his model?
4. What is the lexical basis of the five-factor model?
5. Is there a true consensus over the validity of the five-factor model?
6. What are the problems associated with self-report measures?

Reading:

Core Reading

Maltby, J., Day, L. & Macaskill, A. (2007). *Personality, Individual Differences and Intelligence*. London: Pearson & Prentice Hall. **Chapter 7.**

Background Reading

Carver, C. S. & Scheier, M. F. (2004). *Perspectives on personality* (5th edition). London: Allyn & Bacon.

Costa, P. T. & McCrae, R. R. (1992). Four ways five factors are basic. *Personality and Individual Differences*, 13, 653-665. **(Available online via Science Direct)**

Eysenck, H. J. (1992). Four ways five factors are *not* basic. *Personality and Individual Differences*, 13, 667-673. **(Available online via Science Direct)**

Eysenck, H. J. (1991). Dimensions of personality: 16, 5 or 3? – Criteria for a taxonomic paradigm. *Personality and Individual Differences*, 12, 773-790. **(Available online via Science Direct)**

Kline, P. (1993). *Personality: The psychometric view*. London: Routledge.

Matthews, G., Deary, I. J., & Whiteman, M. C. (2003). *Personality traits* (2nd edition). Cambridge: Cambridge University Press.

Mischel, W., Shoda, Y., & Smith, R.E. (2004) *Introduction to personality: Towards an integration* (7th ed.) Hoboken, NJ: John Wiley & Sons.

WEEK 4 - Traits and situations as determinants of behaviour

Objectives: To provide an introduction to one of the major debates in personality psychology, namely, what determines behaviour: traits or the situation? The historical development of this debate will be surveyed; and the positive benefits from the clarification of a number of important issues will be outlined.

Topics:

- Are traits stable over time: temporal stability?
- Are some traits more stable than others over time?
- Is behaviour consistent across situations: cross-situational stability?
- Mischel's (1968) criticism of trait psychology.
- Eysenck and Eysenck's (1980) rebuttal of Mischel's claims
- Improvements in methodology and recent findings.
- Trait x situation interactionism.

Learning Outcomes: At the end of this lecture you should be able to answer the following questions:

1. What is the evidence for and against temporal stability?
2. Which traits are more stable over time?
3. What is the evidence for the situational explanation of behaviour?
4. What were the main criticisms of the trait approach advanced by Mischel?
5. To what extent are Mischel's criticisms valid?
6. What were Eysenck and Eysenck's (1980) main points of rebuttal?
7. What is the evidence for interactionism in personality psychology?

Reading:

Core Reading

Maltby, J., Day, L. & Macaskill, A. (2007). *Personality, Individual Differences and Intelligence*. London: Pearson & Prentice Hall. **Chapter 4.**

Background Reading

Carver, C. S. & Scheier, M. F. (2004; 5th edition). *Perspectives on personality*. London: Allyn & Bacon.

Cook, M. (1993). *Levels of personality* (2nd edition). London: Cassell.

Eysenck, M. W. & Eysenck, H. J. (1980). Mischel and the concept of personality. *British Journal of Psychology*, 71 (2), 191-204. **(Available online via EBSCOhost)**

Matthews, G., Deary, I. J., & Whiteman, M. C. (2003). *Personality traits* (2nd edition). Cambridge: Cambridge University Press.

Mischel, W. (1969). Continuity and change in personality. *American Psychologist*, 24, 1012-1018.

Mischel, W., Shoda, Y., & Smith, R.E. (2004) *Introduction to personality: Towards an integration* (7th ed.) Hoboken, NJ: John Wiley & Sons.

WEEK 5 - Personality and health

Objectives: To provide an introduction to the links between personality traits and psychological and physical health; and to discuss the possible nature of these links.

Topics:

- Theoretical links between personality traits and health.
- Personality and physical health (Type A, B, C and D personalities).
- Personality-Hostility link.
- Optimism, Pessimism, Unrealistic Optimism, Dispositional Optimism, Hardiness and Locus of Control.
- Personality and longevity.

Learning Outcomes: At the end of this lecture you should be able to answer the following questions:

1. What is the theoretical linkage of personality and psychological health?
2. What is the evidence that one's personality plays an important role in physical disease?
3. What are the methodological limitations of personality-disease studies?

Reading:

Core Reading

Maltby, J., Day, L. & Macaskill, A. (2007). *Personality, Individual Differences and Intelligence*. London: Pearson & Prentice Hall. **Chapter 17.**

Background Reading

Elovainio, M., Kivimäki, M., Korteinen, M., & Tuomikoski, H. (2001). Socioeconomic status, hostility and health. *Personality and Individual Differences*, 31, 303-315. **(Available online via Science Direct)**

Eysenck, H. J. (1992). The definition and measurement of psychoticism. *Personality and Individual Differences*, 13, 757-785. **(Available online via Science Direct)**

Eysenck, M. W. (1998). *Psychology: An integrated approach*. London: Longman.

Hart, K. E. & Hope, C. W. (2004). Cynical hostility and the psychosocial vulnerability model of disease risk: confounding effects of neuroticism (negative affectivity) bias. *Personality and Individual Differences*, 36, 1571-1582. **(Available online via Science Direct)**

Kirkcaldy, B.D., Cooper, C. L., & Furnham, A. F. (1998). The relationship between type a, internality–externality, emotional distress and perceived health. *Personality and Individual Differences*, 26, 223-235. **(Available online via Science Direct)**

Matthews, G., Deary, I. J., & Whiteman, M. C. (2003). *Personality traits* (2nd edition). Cambridge: Cambridge University Press.

Mischel, W., Shoda, Y., & Smith, R.E. (2004) *Introduction to personality: Toward an integration* (7th ed.) Hoboken, NJ: John Wiley & Sons.

Sweeney, P. D., Anderson, K. & Bailey, S. (1986). Attributional style in depression: A meta-analytical review. *Journal of Personality and Social Psychology*, 50, 974-991.

Yuen, S. A., & Kuiper, N. A. (1991). Cognitive and affective components of the type A hostility dimension. *Personality and Individual Differences*, 12, 173-182. **(Available online via Science Direct)**

WEEK 6 - Biological basis of personality

Objectives: To provide an overview of the main biological perspectives on personality, and the use of psychophysiological techniques.

Topics:

- Sheldon's early work
- Hans Eysenck's arousal/activation biological theory.
- Jeffrey Gray's reinforcement sensitivity biological theory.
- Zuckerman's Sensation Seeking.
- Hormones and neurotransmitters and personality.
- Basic methodological tools in psychophysiology.

Learning Outcomes: At the end of this lecture you should be able to answer the following questions:

1. What are the main elements of Eysenck's arousal/activation model of personality?
2. What are the main elements of Gray's reinforcement sensitivity model of personality?
3. What are the main elements of Zuckerman's sensation seeking trait?
4. How does hormones and neurotransmitters relate to personality?
5. What is the critique of biological perspective?
6. What are the psychophysiological measures of personality?

Reading:

Core Reading

Maltby, J., Day, L. & Macaskill, A. (2007). *Personality, Individual Differences and Intelligence*. London: Pearson & Prentice Hall. **Chapters 4 and 8.**

Background Reading

Carver, C. S. & Scheier, M. F. (2004; 5th edition). *Perspectives on personality*. London: Allyn & Bacon.

Díaz, A., & Pickering, A. D. (1993). The relationship between Gray's and Eysenck's personality spaces. *Personality and Individual Differences*, 15, 297-305. **(Available online via Science Direct)**

Eysenck, H. J. & Eysenck, M. W. (1985). *Personality and individual differences: A natural science approach*. New York: Plenum.

Matthews, G., Deary, I. J., & Whiteman, M. C. (2003). *Personality traits* (2nd edition). Cambridge: Cambridge University Press.

Matthews, G. & Gilliland, K (1999). The personality theories of H. J. Eysenck and J. A. Gray: A comparative review. *Personality and Individual Differences*, 26, 583-626. **(Available online via Science Direct)**

Mischel, W., Shoda, Y., & Smith, R.E. (2004) *Introduction to personality: Toward an integration* (7th ed.) Hoboken, NJ: John Wiley & Sons.

Zuckerman, M. (2005). *Psychobiology of personality* (2nd edition). Cambridge: Cambridge University Press.

WEEK 7 - Theories of intelligence

Objectives: To provide an historical overview of intelligence research, focusing on definitions and models of the structure of intelligence; and to outline more recent approaches

Topics:

- Definitions of intelligence.
- Early influences in the development of intelligence theory and testing
- The concept of unitary general intelligence (g)
 - Spearman's two-factor model
- Multifactor theories of intelligence
 - Thurstone's primary mental abilities.
 - Cattell's crystallized and fluid intelligence.
 - Guilford's structure of intellect theory
- Gardner's multiple intelligences
- Sternberg's triarchic model.

Learning Outcomes: At the end of this lecture you should be able to answer the following questions:

1. What are the defining features of intelligence?
2. How did Spearman view intelligence?
3. How did Thurstone view intelligence?
4. Is intelligence a single factor?
5. Why does Sternberg believe that there is more to being intelligent than having a high IQ?

Reading:

Core Reading

Maltby, J., Day, L., & Macaskill A. (2007). *Personality, Individual Differences and Intelligence*. London: Pearson & Prentice Hall. **Chapters 10 & 11**

Background Reading

Grigorenko, E.L., Meier, E., Lipka, J., Mohatt, G., Yanez, E., & Sternberg, R.J. (2004). Academic and practical intelligence: A case study of the Yup'ik in Alaska. *Learning and Individual Differences*, 14 (4), 183-207. **(Available online via Science Direct)**

Kline, P. (1991). *Intelligence: The psychometric view*. London: Routledge.

Koke, L.C & Vernon, P.A. (2003). The Sternberg Triarchic Abilities Test (STAT) as a measure of academic achievement and general intelligence. *Personality and Individual Differences*, 35 (8), 1803-1807. **(Available online via Science Direct)**

Mackintosh, N. J. (1998). *IQ and human intelligence*. Oxford: Oxford University Press. **Chapters 1, 2, & 7**

Neisser, U. (Chair) et al. (1996) Intelligence: Knowns and unknowns (Report of a Task Force Established by the American Psychological Association). *American Psychologist*, 51(2), 77–101. **(Copy will be supplied)**

Richardson, K (2000). *The making of intelligence*. New York, NY: Columbia University Press.

Sternberg, R. J. (1985). *Beyond IQ: A triarchic theory of human intelligence*. Cambridge: Cambridge University Press.

Sternberg, R.J. (1999). *Cognitive psychology* (2nd ed.). Fort Worth, TX: Harcourt Brace College Publishers. **Chapter 11 Human and Artificial Intelligence (Copy will be supplied)**

Visser, B.A., Ashton, M.C., & Vernon, P.A. (2006). Beyond g: Putting multiple intelligences theory to the test. *Intelligence*, 34 (5), 487-502. **(Available online via Science Direct)**

WEEK 8 - Testing intelligence

Objectives: To provide a survey of some of the important issues in the measurement of intelligence, focusing on the different types of tests available, and the factors that can influence and compromise test scores.

Topics:

- Biological indicators of intelligence
- The concept of deviation IQ
- Psychometric intelligence tests
- Criticisms of intelligence tests
- Tests of practical and multiple intelligences

- Emotional intelligence
- Factors influencing test scores.

Learning Outcomes: At the end of this lecture you should be able to answer the following questions:

1. How is intelligence defined in terms of the normal statistical distribution?
2. What are the features of popularly used intelligence tests?
3. What are the main criticisms of intelligence tests?
4. Do tests of practical intelligence tell us anymore than the general intelligence?
5. Is emotional intelligence a viable construct?
6. What are the main factors that have been shown to influence test performance?

Reading:

Core Reading

Maltby, J., Day, L., & Macaskill A. (2007). *Personality, Individual Differences and Intelligence*. London: Pearson & Prentice Hall. **Chapters 11 & 12**

Background Reading

Janda, L.H. (1998). *Psychological testing: Theory and applications*. London: Allyn and Bacon. **Chapters 9 & 10.**

Kline, P. (1991). *Intelligence: The psychometric view*. London: Routledge.

Kline, P. (1995). *The handbook of psychological testing*. London: Routledge.

Koke, L.C. & Vernon, P.A. (2003). The Sternberg Triarchic Abilities Test (STAT) as a measure of academic achievement and general intelligence. *Personality and Individual Differences*, 35, 1803-1807. **(Available online via Science Direct)**

Mackintosh, N. J. (1998). *IQ and human intelligence*. Oxford: Oxford University Press.

Murphy, K.R. & Davidshofer, C.O. (2001). *Psychological testing: Principles and applications* (5th ed.) Upper Saddle River, NJ: Prentice Hall. **Chapters 13 & 14.**

Most books on psychological testing contain relevant material for this lecture.

WEEK 9 – Guest lecture

This week Dr Chris Dewberry, from Department of Organizational Psychology, Birkbeck College, UoL, will give a lecture on “the application of cognitive ability/personality tests in personnel selection and the predictive validity of cognitive ability/personality in relation to job performance”.

WEEKS 10 and 11- Genetic and environmental effects on intelligence I & II

Objectives: To provide an overview of the genetic and environmental influences on intelligence test scores; to consider their relevance for understanding the nature-nurture debate in intelligence research; and to outline what is known about between group differences in intelligence.

Topics:

- Basic methodological approaches.
- The heritability of intelligence.
- Group differences (gender and ethnicity).
- Measures of general vs. specific ability.
- Environmental effects on intelligence:
 - social class
 - pre and postnatal environment
 - family size and birth order
 - family environment
 - education
 - enrichment programmes
- Intelligence as a predictor of academic and occupational performance

Learning Outcomes: At the end of these two lectures you should be able to answer the following questions:

1. How are genetic methodologies used to study genetic effects?
2. What do genetic studies tell us about the heritability of intelligence?
3. Can we infer that group differences in mean scores are genetic in origin?
4. What are the main sources of influence on intelligence test scores, and what are the implications of these influences for studying intelligence?
5. How well do IQ test scores predict other human characteristics such as academic achievement, social status, and income?
6. Is there more to being intelligent than having a high IQ?

Reading:

Core Reading

Maltby, J., Day, L., & Macaskill A. (2007). *Personality, Individual Differences and Intelligence*. London: Pearson & Prentice Hall. **Chapters 13 & 14**

Background Reading

Dambrun, M. & Taylor, D.M. (2005). "Race," sex and social class differences in cognitive ability: towards a contextual rather than genetic explanation. *Current Research in Social Psychology*, 10(13), 188-202. (**Available online via Science Direct**)

Eysenck, H. J. (1971). *Race, intelligence and education*. London: Temple Smith.

Eysenck, H. J., & Kamin, L. (1981). *Intelligence: The battle for the mind*. London: Macmillan.

Gray, J.R. & Thompson, P.M. (2004). Neurobiology of intelligence: science and ethics. *Nature Reviews Neuroscience*, 5, 471-482. (**Available online via Science Direct**)

Hernstein, R. J. & Murray, C. (1994). *The bell curve: Intelligence and class structure in American life*. New York, Free Press.

Hunt, E. & Sternberg, R.J. (2006). Sorry, wrong numbers: An analysis of a study of a correlation between skin color and IQ. *Intelligence*, 34 (2), 131-137. (**Available online via Science Direct**)

Jacoby, R. & Glauberman, N. (Ed). *The bell curve debate: History, document, opinion*. New York: Random House.

Mackintosh, N. J. (1998). *IQ and human intelligence*. Oxford: Oxford University Press.
Chapters 2, 3, & 4

WEEK 12 – Revision lecture

Objectives: to provide guidance concerning preparation for the examination and the chance to clarify issues raised during the previous personality and intelligence lectures.

SEMINAR PROGRAMME

WEEKS 2 and 3 - The Eysenck Personality Questionnaire (EPQ-R)

Objectives: To provide an introduction to one of the most widely-used and validated questionnaire measures of the major dimensions of personality.

Topics: Rationale and development of the EPQ-R; Dimensional scales; Psychometric properties and normative data; Administration procedure; Scoring procedure; Interpretation.

Learning Outcomes: To be able: (1) to understand the development of the EPQ-R; (2) to describe its factor structure; (3) to administer and score the questionnaire; and (4) to interpret the scores in relation to published normative data.

Main References:

Eysenck, H. J. & Eysenck, M. W. (1985). *Personality and individual differences: A natural science approach*. New York: Plenum.

Eysenck, H.J. & Eysenck, S.B.G. (1991). *Manual of the Eysenck Personality Scales*. London: Hodder & Stoughton.

WEEKS 4 and 5 - The Spielberger State-Trait Anxiety Inventory (STAI)

Objectives: To provide an introduction to one of the most widely used questionnaire measures of state and trait anxiety.

Topics: Rationale and development of STAI; STAI scales (states and traits); STAI psychometric properties and normative data; Administration procedure of STAI; STAI scoring procedure; Interpretation of STAI scales.

Learning Outcomes: To be able: (1) to understand the development of the STAI; (2) to describe its scale structure; (3) to administer and score the questionnaire; and (4) to interpret the scores in relation to published normative data.

Main References:

Spielberger, C.D. (1995). Assessment of emotional states and personality traits: Measuring psychological vital signs. In J. N. Butcher (Ed.) *Clinical personality assessment: practical approaches*. New York: Oxford University Press.

Spielberger, C.D., Gorsuch, R.L., Lushene, P.R., Vagg, P.R. & Jacobs, G.A. (1983). *Manual for the State-Trait Anxiety Inventory*. Palo Alto, California: Consulting Psychologists Press.

Spielberger, C.D. & Sydeman, S.J. (1994). State-Trait Anxiety Inventory and State-Trait Anger Expression Inventory. In M.E. Maruish (Ed.) *The use of psychological tests for treatment planning and outcome assessment*. Hillsdale, NJ: Lawrence Erlbaum Associates.

WEEKS 6 and 7 - Raven's Standard Progressive Matrices (SPM)

Objectives: To provide an introduction to one of the most widely used and influential psychometric tests of general intelligence.

Topics: Rationale and development of SPM; SPM scale; SPM psychometric properties and normative data; Administration procedure of SPM; SPM scoring procedure; Interpretation of SPM.

Learning Outcomes: To be able: (1) to administer and score the questionnaire; and (2) to interpret the scores in relation to published normative data.

Main Reference:

Raven, J.C. (1958). *The Standard Progressive Matrices*. London: H.K. Lewis and Co.

WEEKS 8 and 9 - Alice Heim (AH5) Intelligence Test

Objectives: To provide an introduction to the administration, application and interpretation of the AH5 Group Test of Intelligence.

Topics: Rationale and development; Scales; Psychometric properties; Administration procedure; Scoring procedure; Interpretation.

Learning Outcomes: To be able: (1) to understand the development of the AH5; (2) to administer and score the questionnaire; and (3) to interpret the scores in relation to published normative data.

Main Reference:

Heim, A. (1978). *Intelligence and Personality: Their assessment and relationship*. London: Penguin.

WEEKS 10 and 11 – The Schutte Emotional Intelligence (EI) Scale

Objectives: To provide an introduction to the administration, application and interpretation of the Schutte Emotional Intelligence Scale.

Topics: Rationale and development; Scales; Psychometric properties; Administration procedure; Scoring procedure; Interpretation.

Learning Outcomes: To be able: (1) to understand the development of Schutte et al.'s Emotional Intelligence Scale; (2) to administer and score the questionnaire; and (3) to interpret the scores in relation to published normative data.

Main Reference:

Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences*, 25, 167-177. **(Copy will be supplied)**

9. LEARNING RESOURCES

9.1 Core Materials

Maltby, J., Day, L., & Macaskill A. (2007). *Personality, Individual Differences and Intelligence*. London: Pearson & Prentice Hall. **Library Ref: 155.2 MAL**

FOR LECTURE 1 ONLY:

Murphy, K. R., & Davidshofer, C. O. (2005). *Psychological testing: Principles and applications* (6th edition). London: prentice Hall. **Library Ref: 150.287 MUR**

9.2 Optional Materials

9.2.1 Books

Carver, C. S. & Scheier, M. F. (2004). *Perspectives on personality* (5th edition). London: Allyn & Bacon.

Eysenck, H. J. (1971). *Race, intelligence and education*. London: Temple Smith.

Eysenck, H. J. & Eysenck, M. W. (1985). *Personality and individual differences: A natural science approach*. New York: Plenum.

Eysenck, H. J., & Kamin, L. (1981). *Intelligence: The battle for the mind*. London: Macmillan.

Eysenck, M. W. (1998). *Psychology: An integrated approach*. London: Longman.

Gregory, R. J. (2007). *Psychological testing: History, principles and applications*. London: Pearson International.

Hernstein, R. J. & Murray, C. (1994). *The bell curve: Intelligence and class structure in American life*. New York, Free Press.

Jacoby, R. & Glauberman, N. (Ed). *The bell curve debate: History, document, opinion*. New York: Random House.

Janda, L.H. (1998). *Psychological testing: Theory and applications*. London: Allyn and Bacon.

Kline, P. (1991). *Intelligence: The psychometric view*. London: Routledge.

Kline, P. (1993). *Personality: The psychometric view*. London: Routledge.

Kline, P. (1995). *The handbook of psychological testing*. London: Routledge.

Mackintosh, N. J. (1998). *IQ and human intelligence*. Oxford: Oxford University Press.

Matthews, G., Deary, I. J., & Whiteman, M. C. (2003). *Personality traits* (2nd edition). Cambridge: Cambridge University Press.

Mischel, W., Shoda, Y., & Smith, R.E. (2004) *Introduction to personality: Toward an integration* (7th ed.) Hoboken, NJ: John Wiley & Sons.

Murphy, K.R. & Davidshofer, C.O. (2001). *Psychological testing: Principles and applications* (5th ed.) Upper Saddle River, NJ: Prentice Hall.

Murphy, K. R., & Davidshofer, C. O. (2005). *Psychological testing: Principles and applications* (6th ed.). London: prentice Hall.

Richardson, K (2000). *The making of intelligence*. New York, NY: Columbia University Press.

Sternberg, R. J. (1985). *Beyond IQ: A triarchic theory of human intelligence*. Cambridge: Cambridge University Press.

Sternberg, R.J. (1999). *Cognitive psychology* (2nd ed.). Fort Worth, TX: Harcourt Brace College Publishers.

Zuckerman, M. (2005). *Psychobiology of personality* (2nd edition). Cambridge: Cambridge University Press.

9.2.2 Papers

Corr, P. J. (1998). Causes and chaos in personality psychology: caveat emptor! *Personality and Individual Differences*, 24, 137-139. **(Available online via Science Direct)**

Costa, P. T. & McCrea, R. R. (1992). Four ways five factors are basic. *Personality and Individual Differences*, 13, 653-665. **(Available online via Science Direct)**

Dambrun, M. & Taylor, D.M. (2005). "Race," sex and social class differences in cognitive ability: towards a contextual rather than genetic explanation. *Current Research in Social Psychology*, 10(13), 188-202. **(Available online via Science Direct)**

Díaz, A., & Pickering, A. D. (1993). The relationship between Gray's and Eysenck's personality spaces. *Personality and Individual Differences*, 15, 297-305. **(Available online via Science Direct)**

Elovainio, M., Kivimäki, M., Korteinen, M., & Tuomikoski, H. (2001). Socioeconomic status, hostility and health. *Personality and Individual Differences*, 31, 303-315. **(Available online via Science Direct)**

Eysenck, H. J. (1991). Dimensions of personality: 16, 5 or 3? – Criteria for a taxonomic paradigm. *Personality and Individual Differences*, 12, 773-790. **(Available online via Science Direct)**

Eysenck, H. J. (1992). Four ways five factors are *not* basic. *Personality and Individual Differences*, 13, 667-673. **(Available online via Science Direct)**

Eysenck, H. J. (1992). The definition and measurement of Psychoticism. *Personality and Individual Differences*, 13, 757-785. **(Available online via Science Direct)**

Gray, J.R. & Thompson, P.M. (2004). Neurobiology of intelligence: science and ethics. *Nature Reviews Neuroscience*, 5, 471-482. **(Available online via Science Direct)**

Grigorenko, E.L., Meier, E., Lipka, J., Mohatt, G., Yanez, E., & Sternberg, R.J. (2004). Academic and practical intelligence: A case study of the Yup'ik in Alaska. *Learning and Individual Differences*, 14 (4), 183-207. **(Available online via Science Direct)**

Hart, K. E. & Hope, C. W. (2004). Cynical hostility and the psychosocial vulnerability model of disease risk: confounding effects of neuroticism (negative affectivity) bias. *Personality and Individual Differences*, 36, 1571-1582. **(Available online via Science Direct)**

Hunt, E. & Sternberg, R.J. (2006). Sorry, wrong numbers: An analysis of a study of a correlation between skin color and IQ. *Intelligence*, 34 (2), 131-137. **(Available online via Science Direct)**

Kirkcaldy, B.D., Cooper, C. L., & Furnham, A. F. (1998). The relationship between type a, internality–externality, emotional distress and perceived health. *Personality and Individual Differences*, 26, 223-235. **(Available online via Science Direct)**

Koke, L.C & Vernon, P.A. (2003). The Sternberg Triarchic Abilities Test (STAT) as a measure of academic achievement and general intelligence. *Personality and Individual Differences*, 35 (8), 1803-1807. **(Available online via Science Direct)**

Lamiell, J.T. (1981). Toward an idiographic psychology of personality. *American Psychologist*, 36, 276-289.

Matthews, G. & Gilliland, K (1999). The personality theories of H. J. Eysenck and J. A. Gray: A comparative review. *Personality and Individual Differences*, 26, 583-626. **(Available online via Science Direct)**

Neisser, U. (Chair) et al. (1996) Intelligence: Knowns and unknowns (Report of a Task Force Established by the American Psychological Association). *American Psychologist*, 51(2), 77–101. **(Copy will be supplied)**

Sweeney, P. D., Anderson, K. & Bailey, S. (1986). Attributional style in depression: A meta-analytical review. *Journal of Personality and Social Psychology*, 50, 974-991.

Visser, B.A., Ashton, M.C., & Vernon, P.A. (2006). Beyond g: Putting multiple intelligences theory to the test. *Intelligence*, 34 (5), 487-502. **(Available online via Science Direct)**

Yuen, S. A., & Kuiper, N. A. (1991). Cognitive and affective components of the type A hostility dimension. *Personality and Individual Differences*, 12, 173-182. **(Available online via Science Direct)**

9.2.3 Manuals

Eysenck, H.J. & Eysenck, S.B.G. (1991). *Manual of the Eysenck Personality Scales*. London: Hodder & Stoughton.

Heim, A. (1978). *Intelligence and Personality: Their assessment and relationship*. London: Penguin.

Raven, J.C. (1958). *The Standard Progressive Matrices*. London: H.K. Lewis and Co.

Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences*, 25, 167-177. **(Copy will be supplied)**

Spielberger, C.D., Gorsuch, R.L., Lushene, P.R., Vagg, P.R. & Jacobs, G.A. (1983). *Manual for the State-Trait Anxiety Inventory*. Palo Alto, California: Consulting Psychologists Press.

9.2.4 Psychology sites on the Internet

There is a substantial amount of psychology-related information available on the World Wide Web, much of it of a high quality. In particular, the following web-sites are relevant to personality, intelligence and testing:

www.psychtesting.org.uk

The BPS Testing Centre, where further information on BPS testing guidelines and the Information Pack for the Level A qualification may be obtained.

www.personalityresearch.org

Great Ideas in Personality. Web site dealing with scientific research programmes in personality. Contains links to web-sites on theoretical aspects of personality and intelligence.

www.personality-project.org

The Personality Project. This web site contains a wealth of information for students interested in personality and individual differences. It offers information on intelligence assessment, all aspects of personality theory, links to scientific journals and research

laboratories, information on specialised psychological organisations and societies, specialist advice for students, and links to other academic and non-academic web-sites devoted to personality and intelligence theory and testing.

<http://www.indiana.edu/%7Eintell/>

History of influences in the development of intelligence theory and testing. Included are biographies of people who have influenced the development of intelligence theory and testing. Provides overview of the influence of various individuals on the development of others' beliefs and theories.

www.unl.edu/buros/index.html

Buros Institute of Mental Measurements. Publishers of the Mental Measurements Yearbook which contains a wide-range of psychometric tests. Web site has searchable catalogue of tests with basic information on each.