

Course title: Personality
Course number: PSY521
Course discipline: Psychology
Course description: This course provides the study of personality and its theoretical development, including assessment, major theories, history, and continuity and change. The focus is on understanding personality and its relationship to counseling theory and techniques.

Program Linking Statement

This course develops and assesses the skills and competencies for the MSCP program core student learning outcome of Human Growth and Development. In addition, this course also addresses the MSCP core program student learning outcomes of: 1) Professional Issues and Ethics; 2) Research and Evaluation; and 3) Social and Cultural Foundations.

Course Description

Students will have an opportunity to explore human personality through the use of activities, reading and research. Students completing this course should have an understanding of the major principles and theories from the field of human personality and their application to the field of counseling. They should be able to identify, describe, define, explain, and apply these principles and theories.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.

Course date: Monday, July 2, 2012 through Wednesday, September 12, 2012
Location: Online
Meeting day(s): NA
Meeting time(s): NA
Prerequisite(s): None

Instructor Information

Name: Dale Fryxell, PhD
Email: dfryxell@chaminade.edu
Office location: BS 115
Office hours: By appointment
Phone: 808 342-8549 (C)
Biography: Dr. Fryxell is a full-time Professor in the Psychology Department at Chaminade University. His area of specialization is community psychology. Dr. Fryxell's current research interests include: anger/aggression/violence, developmental disabilities, drug and alcohol prevention, and child and adolescent behavioral problems.

Textbooks

Required reading: *Perspectives on Personality (7th Ed)*, Carver, S. C. & Scheier, M. F. , Allyn and Bacon, 2012.

Learning Objectives

Course goals: Student Learning Outcomes Student will demonstrate an understanding of:
1. The relationship between the past and present in the field of personality; incorporating culture, societal and cross cultural factors in abnormal behavior.
2. The scientific method used in research and how these methodologies apply to theories of personality.
3. Ethics relative to the field of personality theories and assessments and

counseling practice.

4. Personality theories in the context of school counseling, community counseling, and marriage and family counseling.

5. The historical, cultural, and societal factors related to understanding human personality.

6. The biological, psychological, and environmental factors effecting the development of personality.

7. The assessment and interpretation of personality using a variety of instruments.

Students with Disabilities

Chaminade will provide assistance for any student with documented disabilities.

Any student who believes he/she may need accommodations in this class must contact 735-4845 or Dr. June Yasuhara, 739-4603, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the

acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper,
Published in 1999 by Chaminade University of Honolulu, St. Mary's University and
University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Course Requirements

Introduction:	<p>Grades will be based on the quality of work and will be assigned based on a straight percentage using the following chart:</p> <p>90% - 100% A 80% - 89% B 70% or below C</p> <p>IMPORTANT</p> <p>1. All assignments must be completed by the due date. Any assignments received late will not receive any points.</p> <p>2. Due to problems in the past I am unable to give any incomplete grades so make sure that you keep up and turn everything in on time.</p> <p>3. Please do not turn in any assignments more than 2 days before the due date.</p>
Requirements:	<p>A. Quizzes (14 @ 10 = 140 points)</p> <p>Fourteen quizzes will be administered during the semester. The quizzes will be available starting on Monday of the week that they are assigned. There is a one hour time limit and the quizzes can only be opened one time so be sure that you are ready to take the quizzes before you open them.</p> <p>B. Project (100 points)</p> <p>Each student will be required to select one of the major personality theorists and provide a concise Powerpoint presentation on that person and their major contributions to the field of personality psychology. Included in this presentation should be a two page fact sheet outlining the important points. The theorist will be selected on a first to sign up basis. Just send me an email as to which theorist you are interested in and I will let you know if that theorist is still open or whether someone else has already selected that person. Both the powerpoint presentation and the fact sheet should be uploaded into the Document Sharing Tab. You can select your theorist from the following list:</p>

Henry Murray
Gordon Allport
Hans Eysenck
Raymond Cattell
Alfred Adler
Carl Jung
Heinz Kohut
Harry Stack Sullivan
Karen Horney
Margaret Mahler
Anna Freud
Jane Loevinger
Erich Fromm
Melanie Klein
Otto Kernberg
John Dollard
Neal Miller
Albert Bandura
Ivan Pavlov
BF Skinner
Julian Rotter
Carl Rogers
Rollo May
Walter Mischel
Aaron Beck
Kurt Lewin
Sigmund Freud
Erik Erikson
Abraham Maslow

C. Weekly Activities (8 @ 25 = 200 points)

Weekly activities are posted to complete each week. Please do not submit activities more than 2 days before the due date. Submit the activities in the course dropbox.

D. Final Integrative Paper (40 points)

Each student will write a 3 – 4 page paper incorporating what they have learned in this class and how it has impacted their own personal theory on what makes people think, feel, and behave the way they do. This paper should incorporate information about how their personal theory will impact them as a counselor. [Basically, this paper should describe your own theory of personality and how it will impact the counseling services that you will be providing related to your particular counseling emphasis.] Submit the paper in the course dropbox.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may

include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Calendar

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- #1 - July 2 – Course Introduction
Read Chapter 1
Review Chapter 1 Powerpoint presentation
Take Chapter 1 quiz
Complete Activity #1 by July 8
 - #2 - July 9 - Introduction to Personality
Read Chapters 2 – 3
Review Chapters 2 -3 Powerpoint presentations
Take Chapters 2 & 3 quizzes
Complete Activity #2 by July 15
 - #3 - July 16 – The Dispositional (Trait and Motive) Perspective
Read Chapters 4 & 5
Review Chapters 4 & 5 Powerpoint presentations
Take Chapters 4 & 5 quizzes
Complete Activity #3 by July 22
 - #4 - July 23 – The Biological Perspective
Read Chapters 6 & 7
Review Chapters 6 & 7 Powerpoint presentations
Take Chapters 6 & 7 quizzes
Complete Activity #4 July 29
 - #5 - July 30 – The Psychoanalytical Perspective
Read Chapters 8 & 9
Review Chapters 8 & 9 Powerpoint presentations
Take Chapters 8 & 9 quizzes
Complete Activity #5 by August 5
 - #6 - August 6 – The Learning Perspective
Read Chapter 10
Review Chapter 10 Powerpoint presentation
Take Chapters 10 quiz
Complete Activity #6 by August 12
 - #7 - August 13 – The Phenomenological (Self-Actualization and Self-Determination) Perspective
Read Chapter 11
Review Chapter 11 Powerpoint presentation
Take Chapter 11 quiz
Complete Activity #7 by August 19

#8 - August 20 – The Cognitive Perspective
Read Chapters 12
Review Chapter 12 Powerpoint presentation
Take Chapter 12 quiz
Complete Activity #8 by August 26

#9 - August 27 – The Self-Regulation Perspective
Read Chapter 13
Review Chapter 13 Powerpoint presentation
Take Chapters 13 quiz
Theorist Powerpoint and Fact sheet due September 2

#10 - September 3 – Personality in Perspective
Read Chapter 14
Review Chapter 14 Powerpoint presentation
Take Chapters 14 quiz

Integrative Paper due Sunday, September 9th
