

PSY 321 Psychology of Personality Syllabus- Fall 2016

PSY 321 Psychology of Personality Syllabus Fall 2016- October 5 to December 7, 2016

Instructor: Abby Halston, Ed.D, NCC, LMFT

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Location/Room: Tripler 105

Time: 5:30-9:30pm

Office Hours: By Appointment

Textbook

Funder, D. C. (2013). The Personality Puzzle (7th ed.). New York, NY: W.W. Norton & Co. (ISBN # 978-0-393-124415)

Optional book for this course: Publication manual of the American psychological association. Washington, DC: American Psychological Association, 2001- ISBN: 9781433805615

Program Course Linkage

This course develops and assesses the skills and competencies for the program student learning outcome of Life Span Development. In addition, this course also addresses the program student learning outcomes of 1) Scientific Method and its Application in the Field of Psychology and 2) Cross-Cultural Psychology.

Catalogue Course Description

This course reviews multiple perspectives of personality including psychodynamic, trait, behavioral, cognitive and phenomenological approaches.

Course Overview

This course will provide an overview of the major theoretical perspectives related to personality. Through the use of activities, videos, reading, and writing, students will have an opportunity to explore different approaches to the study of personality from a multidisciplinary and cross-cultural perspective with a focus on understanding human behavior.

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

PSY 321 Psychology of Personality Syllabus- Fall 2016

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.

Student Learning Outcomes

Student performance, relative to the following specific course objectives, will be assessed. You will be asked, at various points throughout the course to demonstrate through exams, papers, presentations, activities, etc., what you have learned in this course.

Student will demonstrate an understanding of:

1. The historical development of the study of personality.
2. The scientific method and its use in the assessment and study of personality.

PSY 321 Psychology of Personality Syllabus- Fall 2016

3. The theoretical development of the several major perspectives for understanding and assessing personality.
4. The conditions necessary for optimal development of personality during the development process.
5. Current issues and research in the assessment and study of personality.
6. The role of culture in the development and assessment of personality.
7. The ethical issues related to the study of personality.
8. How the Five Marianist Educational Values are integrated into the course.

BS-DIV Student Learning Outcomes

1. Ability to apply the scientific method to the study of human behavior in various environmental contexts
2. An understanding of human behavior relative to various environmental contexts
3. An understanding of human behavior relative to adapting to various changing environmental contexts

Course Requirements

1- Attendance and Class/small group participation: 10 @ 10 points possible

Each student is expected to attend all 10 class sessions. Class activities are designed to complement information in the text and to receive credit for participation each student will need to contribute to the class discussions and engage in group activities. It is important that you plan ahead and be prepared by completed the weekly assigned chapter readings. Please inform instructor if you will be missing a class session by email or phone. **Make-up class participation exercises will not be provided.**

2- Mid-term Exam: 1 @ 50

Multiple choice mid-term exam in-class on.

Make-up in-class Mid-term exam will not be provided.

3- Final Exam: 1 @ 50

Multiple choice final exam in-class on December 7, 2015- Week 10.

Make-up in-class final exam will not be provided.

4- Personality Inventories: 10 @ 25 points possible

Instructor will provide list of personality inventory assessments, 8 are requirements and 2 are your choice. This assignment is graded full or no point value, you must complete all 10 assessments and print/save copy of your scores to submit in class October 19, 2015.

5- Personality Theory Paper: 1 @ 100 points possible

You will research an assigned personality theory and summarize the theory through discussing the development of personality, healthy behaviors versus personality disorders from the theory perspective, review the measurement/assessment of the theory, and review current issues with your assigned personality theory. Your paper should be APA formatted with a 4-5 page limit (this does not include your title and reference pages). You are required to use 3-4 peer-reviewed journal articles. Week 8 you will present a 10 minute PowerPoint review of your assigned theory to the class in 10 APA formatted slides (not including your title and reference slide). Make-up presentations may be

PSY 321 Psychology of Personality Syllabus- Fall 2016

scheduled before November 10, 2015- Week 6. **Your paper is due November 22, 2015- to instructors email address.**

Research topics will be assigned October 5 2015- Week 1:

Jung's Analytic Psychology
Adler's Individual Psychology
Erikson's Psychoanalytic Ego Psychology
Allport's Trait Theory
Eysenck's Biological Typology
Maslow's Self-Actualization Theory
Rogers's Person Centered Theory
Skinner's Operant Analysis
Bandura's Social-Cognitive Theory
Horney's Feminine Psychology Theory
Klein & Winnicott's Object Relations Theory
Bowlby's Attachment Theory
Freud's Psychoanalytic Development Theory

Finding Journal articles-

Academic Psychological Journals may be accessed through our Chaminade Library.

- 1- Chaminade.edu Click on Academics tab
- 2- Click on Library enter your Chaminade account information

Library tutorials may be found at:

<http://www.chaminade.edu/library/howto-tutorials.php>

Chaminade Research Help links may be found at:

http://www.chaminade.edu/library/howto-start_research.php

APA Formatting and citation-

For this paper you are required to use APA formatting and citation. You may purchase the optional book for this course: The Publication Manual of the American Psychological Association 6th edition- ISBN: 9781433805615

OR

Utilize Purdue University Online Writing Lab:

<https://owl.english.purdue.edu/owl/resource/560/01>

This free access online site is a user friendly site with links to answer all APA questions and provide formatting and citation examples.

Assessment

Course Requirements:	Points:
1- Attendance and Class participation	100
2- Mid-term exam	50
3- Final Exam	50
4- Personality Inventories	25
5- Personality Theory Paper	100

TOTAL POINT VALUE 325

Grading

PSY 321 Psychology of Personality Syllabus- Fall 2016

Grades will be based on the quality of work and will be assigned based on a straight percentage using the following chart:

90%	-	100%	A
80%	-	89%	B
70%	-	79%	C
60%	-	69%	D
59% or below			F

Late assignments will not accepted, please adhere to the assignment calendar

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design and Counseling
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

PSY 321 Psychology of Personality Syllabus- Fall 2016

Research Method in Social Relations
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

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 **Dr. June Yasuhara, 735-4845**, 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.

Tentative Course Schedule

Week/Date	In-Class Agenda	Assignments Due

PSY 321 Psychology of Personality Syllabus- Fall 2016

Week 1- October 5, 2016	Syllabus Review Chapter 1	
Week 2- October 12, 2016	Chapters 2 & 3	
Week 3- October 19, 2016	Chapters 4 & 5	Personality Inventories – In-Class DUE
Week 4- October 26, 2016	Chapters 6 & 7	
Week 5- November 2, 2016	Chapter 8	In- class Mid-term Exam
Week 6- November 9, 2016	Chapters 9, 10 & 11	
Week 7- November 16, 2016	Chapters 12 & 13	Paper due November 22, 2016 by 11:59pm
Week 8- November 23, 2016	Chapter 14	In-Class Theory Paper Presentations
Week 9- November 30, 2016	Chapters 15 & 16	
Week 10- December 7, 2016		In-Class final exam