

CHAMINADE UNIVERSITY OF HONOLULU
Fall 2017

PSYCHOLOGY 521 Personality

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Office: Behavioral Science 107
Office Hours: T & W 3-5pm and by appointment
Classroom Assignment: Henry Hall 223

Catalog 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.

Texts:

Berger, J. M. (2015). Personality (9th Ed). Belmont, CA: Wadsworth (Cengage). ISBN: 9781285740225.

Student Learning Outcomes:

Students 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.

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.

Attendance:

If you miss more than one class, you will be given a "C" and you must retake the class. If you are taking this course as an elective, you may take any MSCP elective, you are not required to re-take this course. (Graduate programs policy)

TITLE IX

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment. Should I learn of any sexual misconduct, I am required to report the matter to the Title IX Coordinator as part of my mandatory reporting responsibilities. If you wish to speak to a **confidential** source, you may contact Dr. June Yasuhara in the Personal Counseling Center on the Chaminade campus. Phone | [808.735.4845](tel:808.735.4845) |

Assessment:

Course Requirements

1- Attendance and Class/small group participation: 10 @ 2 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- Weekly Chapter Quizzes- 16 @ 25 points each

Each chapter quiz will review the content from the chapter reading assignment.

3- Midterm and Final exam: 50 points each

Multiple choice midterm (Chapters 1-8) and final exam (Chapters 9-16)

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 18, 2017.

5- Personality Theory Paper: 1 @ 100 points possible

Each student will research an assigned personality theorist and summarize their 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. Each student will present an electronic presentation that reviews your assigned theory to class.

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

Assessment

Course Requirements:	Points:
1- Attendance and Class participation	10
2- Weekly Chapter Quizzes	400
3- Midterm & Final Exam	100
4- Personality Inventories	25
5- Personality Theory Paper	100

TOTAL POINT VALUE 635

Grading

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 work is accepted up to one-week post assignment due date at a 50%-point deduction. Quizzes will be locked one week past due dates.

Date	In-class Agenda	Assignments Due
Week 1 October 4, 2017	Syllabus Review Chapter 1	Chapter 1 Quiz- October 10
Week 2 October 11, 2017	Chapters 2 & 3	Chapters 2 & 3 Quizzes- October 17
Week 3 October 18, 2017	Chapters 4 & 5	Chapters 4 & 5 Quizzes- October 24 Personality Inventories- Due In-class
Week 4 October 25, 2017	Chapters 6 & 7	Chapters 6 & 7 Quizzes- October 31
Week 5 November 1, 2017	Chapters 8 & 9	Chapters 8 & 9 Quizzes- November 7 Midterm Chapters 1-8
Week 6 November 8, 2017	Chapters 10 & 11	Chapters 10 & 11 Quizzes- November 14
Week 7 November 15, 2017	Chapters 12 & 13	Chapters 12 & 13 Quizzes- November 21 Personality Theory and Presentation due November 21
Week 8 November 22, 2017	Chapters 14 & 15	Chapters 14 & 15 Quizzes- November 28 Student presentations
Week 9 November 29, 2017	Chapter 16	Chapter 16 Quiz- December 5 Student presentations
Week 10 December 6, 2017		Final Exam Chapters 9-16

