

PSY 321 Psychology of Personality Syllabus- Fall 2017

PSY 321 Psychology of Personality Syllabus Fall 2017- October 5 to December 7, 2017

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

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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.

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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- Weekly Chapter Quizzes- 15 @ 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 1-7) and final exam (Chapters 8-14 & 17)

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, 2017.

5- Personality Disorder Paper: 1 @ 100 points possible

Each student will be assigned one of the major personality disorders from Chapter 17 to conduct a research literature review that includes an overview of the disorder and research to the biological, psychological, and sociocultural factors. You will be required to synthesize 3-4 academic journal articles to be summarized in a 3-4 page paper (excluding cover and reference pages) utilizing APA (American Psychological Association) style. Finally you will present your paper via a ten minute presentation to the class.

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Assessment

Course Requirements:	Points:
1- Attendance and Class participation	100
2- Weekly Chapter Quizzes	375
3- Midterm & Final Exam	100
4- Personality Inventories	25
5- Personality Disorder Paper	100

TOTAL POINT VALUE	700
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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.

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.

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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.

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**,

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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.

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) |

Tentative Course Schedule

Week/Date	In-Class Agenda	Assignments Due
Week 1 October 5, 2017	Syllabus Review Chapter 1	Chapter 1 Quiz- October 11
Week 2 October 12, 2017	Chapters 2 & 3	Chapters 2 & 3 Quizzes- October 18
Week 3 October 19, 2017	Chapters 4 & 5	Chapters 4 & 5 Quizzes- October 25 Personality Inventories – DUE in-class
Week 4 October 26, 2017	Chapters 6 & 7	Chapters 6 & 7 Quizzes- November 1
Week 5 November 2, 2017	Chapters 8 & 9	Chapters 8 & 9 Quizzes- November 8 Mid-term Exam Chapters 1-7
Week 6 November 9, 2017	Chapters 10 & 11	Chapters 10 & 11 Quizzes- November 15
Week 7 November 16, 2017	Chapters 12 & 13	Chapters 12 & 13 Quizzes- November 22
Week 8 November 23, 2017	THANKSGIVING HOLIDAY	NO CLASS!!!! Personality Disorder Paper and Presentation- November 29
Week 9 November 30, 2017	Chapters 14 & 17	Chapters 14 & 17 Quizzes- December 6 Personality Disorder Presentation
Week 10 December 7, 2017		Final Exam Chapters 8-14 & 17