

Chaminade University
PSY 321: The Psychology of Personality
FALL2018

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Textbook

Funder, D. C. (2016). The Personality Puzzle (7th ed.). New York, NY: W.W. Norton & Co. (ISBN # 978-0-393-26514-9)

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.

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.
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

- Ability to apply the scientific method to the study of human behavior in various environmental contexts
- An understanding of human behavior relative to various environmental contexts
- An understanding of human behavior relative to adapting to various changing environmental contexts

Course Requirements

Assessment	Description	Points	Applicable SLO
Attendance and class participation	Each student is expected to attend classes. Attendance and active engagement include participation in group discussions, critical thinking exercises, and in-class activities. Also, students demonstrate engagement by not being distracted, not having side conversation, or using excessive technology not related to class materials.	100 pts	1-8
Personality Inventories	Students will complete at least 6 personality inventories throughout the term, provided by the instructor. Upon completing and scoring the inventories, you will also submit a short reflection on your experience taking the inventory and how accurate the results are for you.	80 pts (6 @ 20 pts)	1, 5, 6, 7
Exams	There will be three non-cumulative exams throughout the term. The exams will focus on material covered in the textbook and lectures, supplemental readings and classroom activities. Exams will consist primarily of multiple choice questions along with a few short answer questions. You must be present for all exams. Make-up exams will be given only if: (1) you were seriously ill with verifying documentation, (2) you were unavoidably detained the day and time of the exam, or (3) you made arrangements with the professor prior to the exam for an urgent matter (e.g., a funeral). In any of these cases, you must notify the professor in advance of the time of the exam (even if that simply means leaving a voicemail). Appropriate documentation will be required prior to taking the exam. Missing an exam for any other reason will result in a 0 for that exam. For an approved absence with proper documentation, you will have 1 week to make up the exam. It is your responsibility to get in contact with the instructor about arranging the make-up. Keep in mind that make-up exams are intended to be more comprehensive to compensate for additional study time. Make-up exams will not necessarily be multiple choice format. If you are concerned about an exam grade, please contact the instructor within one week of the grades posting to schedule a time to discuss the issue.	240 pts (3 @ 80 pts)	1-8
Student Group Lecture	A total of 6 groups (of 2-3 students) will be formed to cover one each of the 6 Personality Disorders from Chapter 17. Students in their groups will read about the select diagnosis and compile 2-3 academic journal articles on the diagnosis. Groups will present their learnings and summary of the research articles in class in an informal presentation lasting 10 minutes. More information and a rubric will be provided on Canvas.	20 pts	2, 3, 5, 7
Case Study	Students will select an individual to apply and expand a personality theory to. You will construct an 8-10 page paper in which they: a) describe either a person you know, a celebrity, a historical figure, or a character from a book, movie, or other medium; b) describe and examine this	160 pts	1, 2, 3, 4, 6, 7, 8

	person from a personality theory/perspective we've covered in this course; c) summarize and present their critical opinion about how well (or not) this theory serves in examining the person in question. For part a: This part should be a strictly descriptive, without any interpretation. That is, describe what this person does, says or feels, not why he or she does these things. Try to paint a rich picture of this person; make sure you capture his or her idiosyncrasies and let the reader really get to know him or her. If you do know the person, please write the paper as if you do not. For parts b: Go back over your description in part a and provide an explanation for these characteristics using the theory you have chosen. Remember to focus on personality, describe how a person is and then apply the theory to deepen the understanding of their personality. If you are using a story or a film, be sure to analyze a character, not the film as a whole. Please avoid simply retelling the plot of the story or film. Identify specific characteristics of your subject and then explain those same characteristics in the theory sections. Be specific about which theory you are using when you are writing about the theories. Apply the theory comprehensively. Grading rubric and more instructions will be provided on Canvas.		
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Grading

Grades for the course will be assigned based on the quality of student work as demonstrated by successful completion of the following requirements:

Attendance and class participation	100 pts
Personality Inventories	80 pts
Exams	240 pts
Student Group Lecture	20 pts
Case Study	160 pts
Total Points	= 600

Course Grading-

A = 90-100 %	540-600
B = 80-89 %	480-539
C = 70-79 %	420-479
D = 60-69 %	360-419
F = Below 60 %	359↓

The instructor will determine the final grade for all students based on the above Grading Scale.

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.

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. Notification may be done by calling the instructor’s campus extension or the Psychology program office (735-4751 or 739-8393). 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.

Title IX Policy

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| 808 735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

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.

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 in 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.

Class Schedule

Week/Class /Date	Topic	Class Activity	Readings	Assignments due
W1-Class 1 8/21/18	Review Class Objectives & Requirements	Introductions, Syllabus Review		
W1-Class 2 8/23/18	The study of a Person	Lecture & Discussion of Reading	Ch. 1	
W2-Class 3 8/28/18	Research Methods	Lecture & Application of Reading	Ch. 2	
W2-Class 4 8/30/18	Assessment, Effect size, Ethics	Lecture & Discussion of Reading	Ch. 3	
W3-Class 5 9/4/18	Traits, Situations & Behavior	Lecture & Discussion of Reading	Ch. 4	
W3-Class 6 9/6/18	Personality Judgements	Lecture & Application of Reading	Ch. 5	
W4-Class 7 9/11/18	The Trait Approach	Lecture & Discussion of Reading	Ch. 6	
W4-Class 8 9/13/18	Personality Stability, Development & Change	Lecture & Discussion of Reading	Ch. 7	Personality Inventories 1 & 2 Due
W5-Class 9 9/18/18	Review of Chapters	Exam Review	Ch. 1-7	
W5-Class 10 9/20/18	Exam 1			
W6-Class 11 9/25/18	Anatomy of Personality	Lecture & Discussion of Reading	Ch. 8	
W6-Class 12 9/27/18	Hormones, Neurology & the Brain	Movie & Critical Thinking Discussion		
W7-Class 13 10/2/18	Inheritance of Personality	Lecture & Discussion of Reading	Ch. 9	
W7-Class 14 10/4/18	Nature vs. Nurture	Critical Thinking Discussion		
W8-Class 15 10//9/18	Psychoanalytic Approach	Lecture & Discussion of Reading	Ch. 10	
W8-Class 16 10/11/18	After Freud	Lecture & Discussion of Reading	Ch. 11	Personality Inventories 3 & 4 Due
W9-Class 17 10/16/18	Attachment & the Development of	Lecture & Discussion of		

	Personality	Reading		
W9-Class 18 10/18/18	Humanistic Approach & Positive Personality	Lecture & Discussion of Reading	Ch. 12	
W10-Class 19 10/23/18	Phenomenology & Self-determination	Critical Thinking Discussion		
	Review of Chapters	Exam Review	Ch. 8-12	
W10-Class 20 10/25/18	Exam 2			
W11-Class 21 10/30/18	Multicultural Considerations	Lecture & Discussion of Reading	Ch. 13	
W11-Class 22 11/1/18	Ecological model, Diversity & Universality	Lecture & Discussion of Reading		
W12-Class 23 11/6/18	Behaviorism & Learning	Lecture & Discussion of Reading	Ch. 14	
W12-Class 24 11/8/18	Social Learning video	Critical Thinking Discussion		Personality Inventories 5 & 6 Due
W13-Class 25 11/13/18	Perception, Thought, Motivation & Emotion	Lecture & Discussion of Reading	Ch. 15	
W13-Class 26 11/15/18	The Self	Lecture & Discussion of Reading	Ch. 16	
W14-Class 27 11/20/18	Self-Reflection	Critical Thinking Exercise		
W14-Class 28 11/22/18	THANKSGIVING			
W15-Class 29 11/27/18	Personality Disorders	Student Group Lecture	Ch. 17	Group Presentations of 1 Personality Disorder
W15-Class 30 11/29/18	Personality and Mental_Health	Lecture Case Study Paper Q&A		
W16-Class 31 12/4/18	Review of Chapters	Exam Review	Ch. 13-17	Case Study Paper Due Dec 4th
W16-Class 32 12/6/18	Final Exam (Time, Day & Location TBA)			

** Syllabus is subject to change by instructor according to class needs.*