

**PSY 521 Personality
Fall 2018
CHAMINADE UNIVERSITY of HONOLULU**

**Instructor: Desrae Kahale
Contact Number: (808) 722-2437**

**Room: HH 107
Day: Thursday
Time: 5:30-9:30pm**

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Required text: Theories of Personality 9th edition by Jess Feist et al.

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. This emphasizes emphasis student learning outcomes of knowledge and skills for the practice of marriage and family counseling, Mental Health Counseling. 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.

This course develops and assesses the skills and competencies for the MSCP program and emphasizes student learning outcomes of 1) knowledge and skills for the practice of mental health counseling and 2) contextual dimensions of mental health counseling and marriage and family therapy. 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

Personality Theories will be taught from the perspective of the mental health professional. Students will learn about the patterns of relatively permanent traits and unique characteristics that give both consistency and individuality to a person's behavior. Students will develop therapy skills through practice of self-realization, assessments, research, discussion and dyad experiences.

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.

Student Learning Outcomes

The goal of this course is to understand the five major theoretical perspectives: psychodynamic, humanistic-existential, dispositional, biological-evolutionary, and learning(social)-cognitive. As part of your learning you will develop a "roadmap" to help you with the "big picture" of what theories of personality are and how they differ on

fundamental assumptions. From class material and your participation, we will decipher questions such as: What makes people behave the way they do? Are people ordinarily aware of what they are doing, Do people freely choose to mold their personality, or are their lives determined by forces beyond their control, Are people best described by their similarities, or is uniqueness the dominate characteristics of humans? What causes people to develop disordered personalities where as others seem to grow toward psychological health?

The idea is to understand these theories so that you may apply this knowledge to your personal lives but more so in the career path that you pursue.

Lectures

Classes will consist of lecture and discussion on topics that parallel and relate to the information covered in the textbook, but will not always duplicate the textbook. Class time will be used to expand on and clarify concepts from the book, so completing reading assignments on time will enhance your learning experience and assist you with preparing for the exams. Students are responsible for all information presented in class and all information from the reading, and should obtain notes from a classmate for any lectures missed.

Reading Assignments

Assigned reading material will be noted on the syllabus however, you will be required to read every chapter in the book. This will help you to align with the instructor's and student's presentations as well as prepare for the mid-term and final. Note: As you prepare for your final, you will understand the relevancy of reading every chapter to complete a competent paper.

Reaction Papers

You will write 5 Reaction (no more than 2 pages, double-spaced) papers in which you critically evaluate a research article, video, and freelance article that are assigned for class. These papers will also ask you to propose a question to the class of which you will actively ask and participate in a group discussion. To develop and expand everyone's understanding we will have a group discussion which could extend to up 1 hour of discussion. I have found that when the learning process is supported by peer discussions, it not only makes an interesting class but class members take away much more information and experience than just from my lecture and assignments. In addition, the process of exploring answers to your prepared questions will help broaden everyone's understanding of the material, and your ability to think critically in general. I will give you guidance about how to formulate and write your reaction papers in a separate handout.

Group Presentations

You and a partner will choose 2 theorists and prepare a thirty-minute informational presentation using power point. Your presentation should compare and contrast material from 1 theoretical perspective such as psychodynamic, humanistic-existential, biological-evolutionary, and learning-social(cognitive). For example: contrast and compare Freud and Adler's ideas from the psychodynamic perspective. You are welcomed to use media material of which a maximum of 10 minutes will be allowed. In

addition, please prepare a handout for each student as if it could be used as study guide.

Mid-term

Students will be given a midterm examination covering material from lectures and textbook. The test will be in various formats, including multiple choice, true/false, short answer and essay type questions, to assess your ability to define, describe, compare, contrast, and apply the different personality theories and concepts.

Final Exam: Integrative Personality Development Paper

This paper is required to be 5 but no longer than 7 pages. You will describe your characteristics and be strictly descriptive about your personality, without any interpretation. In this portion of your paper, include a description of you and what your tendencies are like when you behave, think and feel as a response to conditions or life experiences.

Here are some suggestions to write a clear and concise **character description**: Describe what you do, say or feel, not why you do these things. Try to paint a rich picture of yourself; make sure you capture your idiosyncrasies and let the reader really get to know you. Remember to focus on your personality, describe how you are and then why that may be the case. Identify specific characteristics of you and then explain those same characteristics in the theory.

Once your character description is completed proceed with your application of the theory. You should be explaining and analyzing your behavior in these sections, answering the question “why am I like this, according to this theory?” Be sure to explain any inconsistencies in behavior or in the theories’ explanations of behavior.

Critically evaluate the theory or theories, stating your own opinion about how well (or poorly) the theories you have used explain and account for your personality. State your opinions and the reasons behind them. This is your opportunity to have a voice - there are no wrong opinions. Just be sure to provide the reasons for what you think so that the reader can understand your reasoning.

Be specific about which theory you are using when you are writing about the theories. Apply the theory or theories comprehensively. That means using several elements and integrating them into a cohesive, unified whole. If there are inconsistencies, be sure to address them and attempt to reconcile them in your paper. Don’t simply take each section of a theory and apply it. Use examples from your experience and relate them to each element of a theory.

For example (using Freud’s theory): I experienced significant stress when I was 20 years old and became **obsessed** with making an “A” grade. This may be parallel with Freud’s description of **realistic anxiety**, because of my fear of failure, I believed that if I didn’t earn a 4.0, I would become unemployed and homeless. These unresolved

conflicts lead to an unhealthy **ego** that may have been a result of my parent's pressure on me to succeed since my life as child and who also saw that a "B" meant failure. Again, this is an example and you don't have to use this verbatim in your paper.

Also, you do not have to stick to one theory because you may find it difficult and many times not authentic. If this is your situation try not to parallel your personality to more than 2 theories because more than likely your paper will extend past the 7 pages. For the analysis portion of your paper, write your paper as if the reader does not know the theories, making sure to explain all the elements of the theories you use.

Here are some suggestions for a clear and concise written paper:

- A brief review of the theory before your analysis will help your paper to flow.
- Include the main themes of the theory, and do not just focus on a couple of small aspects of it. (Papers are most effective when the reader is given a good sense of the theory and then taken through several ways in which the theory helps explain the personality characteristics)
- Focus on personality characteristics and not psychiatric symptoms.
- Be sure these sections explain the "why" of your personality characteristics. For example, this means that just describing how you may have used defense mechanisms isn't enough – address why these defense mechanisms may be needed.
- Be careful not to overstate your analysis. Using words like "may" or "possibly" help put your proposed interpretation in the appropriate frame. Also, if you've described yourself as fairly-well adjusted, don't overstate your difficulties in this section (it's particularly easy to do this with Freud's theory.)
- Your analysis should explain all aspects of your personality you've described in the early portion of the paper, and/or you should acknowledge those parts that you don't think fit well within the theory.
- Use your own words as much as possible, rather than direct quotes from the book, but always indicate when you are using someone else's ideas.

It will be helpful for you to turn in a rough draft so that you will have a higher chance of scoring well when you turn in your final draft. You must turn in your rough draft by date listed on class calendar. If you turn in your rough draft late, I may not have time to address your paper on time making it difficult for you to turn in an edited final draft.

****Important Note: If at any point a student is having difficulty completing assignments or attending class, it is strongly recommended that he or she meet with me immediately to discuss the situation. Often difficulties can be solved in advance but by the end of the semester less can be done to overcome the problem. ****

Assessment

355 - 315= A

314 - 290 = B

289 = repeat the course

Attendance	10 @ 1pts each = 10
Reaction papers	5 @ 20 pts each = 100
Discussion question	5 @ 10 pts each = 50 pts
Group Presentations	45 pts
Mid Term	50 pts
Final: Personality Development Paper	100 pts

****Class schedule may change due to unknown circumstances in the future. If this happens, you will be informed of those changes through email or phone before class begins (i.e. instructor is sick, emergency situation or school closure)****

CLASS	ACTIVITY	ASSIGNMENTS
10/4 Class 1	Intro Review ch 1 Video: Sadhguru's 10 Rules for Success Grp discussion	Read ch 1
10/11 Class 2	Review Ch 2: Sigmund Freud; Psychoanalysis theory Video: The Redeemed and the Dominant: Fittest on	Read ch 2

	Earth	
10/18 Class 3	Review Ch 6; Karen Horney: Psychoanalytic Theory Grp Discussion Journal Article: Predictors of Substance Abuse on Youth with Borderline Personality Disorders	Read ch. 6 Reaction paper #1: Redeemed and the Dominant Discussion question
10/25 Class 4	Review: Ch 9; Abraham Maslow: Holistic/Existential Theory Grp 1 presentation Grp Discussion	Read ch 9 Reaction Paper #2: Predictors of Substance Abuse on Youth with Borderline Personality Disorders Discussion question
11/1 Class 5	Review: Ch 10; Carl Rogers: Person Centered Theory Video: Personality "Who are you really?". by Brian Little Grp 2 presentation Grp Discussion	Read ch 10 Discussion question
11/8 Class 6	Review Ch 11; Rollo May Grp3 presentation Grp discussion Video: A Virus Called Fear; Zaki Gordon Institute	Read ch. 11 Rough Draft Due Reaction Paper #3: "Who are You Really?" Discussion question

11/15 Class 7	Review Ch. 16 ; B.F. Skinner Mid Term Grp #4 Presentation Grp Discussion Video: Disassociative Identity Disorder: "The Woman with 15 Personalities"	Read ch 16 Reaction Paper #4 : A Virus Called Fear Discussion question
11/22 class 8	HAPPY THANKSGIVING	HOLIDAY
11/29 Class 9	GRP 5 presentation Grp Discussion	Reaction Paper #5: 15 Personalities Discussion question
12/6 Class 10	CLOSURE	FINAL DUE

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. 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

If you miss more than one class, you will be given a “C” and you must retake the class. If you miss an assignment or quiz because of a missed class and did not notify the instructor, you will not be able to make up the assignment or quiz. Please contact your instructor when absent by email or telephone before class begins. You will be given credit per attended class. Being late or leaving early of more than 45 minutes will be considered an absence. Class participation is graded according to attendance and your contributions to a positive learning environment.

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.

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

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) |