

*CHAMINADE UNIVERSITY*

**PSY 521: Personality**

Spring Term, April 6 through June 15, 2020

**Course Information**

Course title: Personality

Course number: PSY521

Course discipline: Psychology

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.

Course  
description:

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.

Course date: 2020 Spring Term – April 6 through June 13, 2020

Location: Online

Meeting day(s): NA

Meeting time(s): NA

Prerequisite(s): None

**Instructor Information**

Name: Dale Fryxell, PhD

Email: [dfryxell@chaminade.edu](mailto:dfryxell@chaminade.edu)

Office location: Brogan 110

Office hours: By appointment

Phone: 808 342-8549 (C)

Biography: Dr. Fryxell is the Dean of the School of Education and Behavioral Sciences and a Professor of Psychology at Chaminade University. His area of specialization is community psychology. Dr. Fryxell's current research interests include: anger/aggression/violence, developmental disabilities, drug and alcohol prevention, and child and adolescent behavioral problems.

### Textbooks

Required reading: *Berger, J. M. (2019). Personality (10th Ed).* Belmont, CA: Wadsworth (Cengage). ISBN: **978-1-337-55901-0**. There is an ebook available on the publishers website.

### Learning Objectives

Student Learning Outcomes Student 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.

Course goals:

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.

### **Course Requirements**

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

Introduction: 70% or below C

### **IMPORTANT**

1. All assignments must be completed by the due date. Any assignments received late will not receive any points.

2. Due to problems in the past I am unable to give any incomplete grades so make sure that you keep up and turn everything in on time.

A. Quizzes (16 @ 10 = 160 points) Sixteen quizzes will be administered through Canvas during the semester. The quizzes will be available starting on Monday of the week that they are assigned. There is a one hour time limit and the quizzes can only be opened one time so be sure that you are ready to take the quizzes before you open them.

Requirements: B. Project (100 points) Each student will be required to select one of the major personality theorists and provide a concise PowerPoint presentation on that person and their major contributions to the field of personality psychology. Included in this presentation should be a two page fact sheet outlining the important points. The theorist will be selected on a first to sign up basis. Just send me an email as to which theorist you are interested in and I will let you know if that theorist is still open or whether someone

else has already selected that person. Both the PowerPoint presentation and the fact sheet should be submitted on Canvas. You can select your theorist from the following list: Henry Murray, Gordon Allport, Hans Eysenck, Raymond Cattell, Alfred Adler, Carl Jung, Heinz Kohut, Harry Stack Sullivan, Karen Horney, Margaret Mahler, Anna Freud, Jane Loevinger, Erich Fromm, Melanie Klein, Otto Kernberg, John Dollard, Neal Miller, Albert Bandura, Ivan Pavlov, BF Skinner, Julian Rotter, Carl Rogers, Rollo May, Walter Mischel, Aaron Beck, Kurt Lewin, Sigmund Freud, Erik Erikson, and Abraham Maslow.

C. Weekly Activities (8 @ 25 = 200 points) Weekly activities are posted to complete each week. Submit the activities for each week by Sunday at midnight of the week that they are assigned.

D. Final Integrative Paper (40 points) Each student will write a 3 – 4 page paper incorporating what they have learned in this class and how it has impacted their own personal theory on what makes people think, feel, and behave the way they do. This paper should incorporate information about how their personal theory will impact them as a counselor. [Basically, this paper should describe your own theory of personality and how it will impact the counseling services that you will be providing related to your particular counseling emphasis.]

#### Title IX Compliance

Chaminade University of Honolulu 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.

#### Students With Disabilities

Chaminade University will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact the counseling center 735-4845 or, 739-4603, 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.

### 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 DEFINITION**

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.

<http://allpsych.com/researchmethods/replication.html> (Links to an external site.)  
[Links to an external site.](#) (Links to an external site.)

**Calendar** - The work for each week should be complete according to the following schedule. Everything assigned for each week should be completed by Sunday night of that week.

#1 – April 6 – What is Personality

Read Chapter 1

Take Chapter 1 quiz

Complete Activity #1 by April 12

#2 – April 13 - Personality Research Methods

Read Chapter 2

Take Chapter 2 quiz

Complete Activity #2 by April 19

#3 – April 20 – The Psychoanalytic Perspective I

Read Chapters 3 & 4

Take Chapters 3 & 4 quizzes

#4 – April 27 – The Psychoanalytic Perspective II

Read Chapters 5 & 6

Take Chapters 5 & 6 quizzes

Complete Activity #3 May 3

#5 – May 4 – The Trait Perspective

Read Chapters 7 & 8

Take Chapters 7 & 8 quizzes

Complete Activity #4 by May 10

#6 – May 11 – The Biological Perspective

Read Chapters 9 & 10

Take Chapters 9 & 10 quizzes

Complete Activity #5 by May 17

#7 – May 18 – The Humanistic Perspective

Read Chapters 11 & 12

Take Chapter 11 & 12 quizzes

Complete Activity #6 by May 24

#8 – May 25 – The Behavioral Perspective

Read Chapters 13 & 14

Take Chapter 13 & 14 quizzes

Complete Activity #7 by May 31

#9 – June 1 – The Cognitive Perspective

Read Chapters 15 & 16

Take Chapter 15 & 16 quizzes

Complete Activity #8 by June 7

#10 – June 8 – Complete and submit Theorist Powerpoint and Fact sheet by June 13

Integrative Paper due Saturday, June 13

