

Course title: Chaminade university - Psychology of Personality

Course number: PSY321

Course discipline: Psychology

Catalog Course Description. This course reviews multiple perspectives of personality, including psychodynamics, trait behavioral, cognitive, and phenomenological approaches.

Program Linking Statement . This course develops and assesses the skills and competencies for the Psychology program student learning outcome 1) Students will identify key concepts, principles, and overarching themes in psychology.

Course description: Course Overview. This course will provide an overview of the major theoretical perspectives related to personality. Through the use of online activities, reading, and writing, students will have an opportunity to explore different approaches to the scientific study of personality from a multidisciplinary and cross-cultural perspective with a focus on understanding human behavior. General approaches to the study of personality that we will study include the following: The Trait Approach

The Biological Approach

The Psychoanalytic Approach

The Humanistic Approach

The Behavioral/Social Learning Approach

The Cognitive Approach

Course date: July 6 through September 15, 2020

Location: Online

Meeting day(s): N/A

Meeting time(s): N/A

Prerequisite(s): PSY101

### **Instructor Information**

Name: Dale Fryxell

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Office hours: By appointment

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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: Funder, D. C. (2016). *The Personality Puzzle (7th ed.)*. W.W. Norton & Co. ISBN - 9780393600421

### **Student Learning Objectives**

Course goals: Student performance, relative to the following specific Student Learning Objectives, will be assessed. You will be asked, at various points throughout the course to demonstrate through quizzes, papers, and activities, 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.

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.

### **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 of 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.)

### **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, (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.

### **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.

## 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
Introduction:	80% - 89% B
	70% - 79% C
	60% - 69% D
	59% or below F

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

	A. Activities (3 @ 50 pts each) = 150 points
	B. Quizzes (18 @ 20 pts each) = 360 points
	C. Integrative Paper (1 @ 70 pts) = 70 points
Requirements:	Total Points = 580

**A. Activities** (3 @ 50 points each = 150 points) Three online activities will be completed during the semester. Each of the activities will be worth a maximum of 50 points. **No activities will be accepted after the due date.** All of the activities and papers should be submitted by depositing them in the appropriate Canvas dropbox.

**ACTIVITY 1: EXPLORING YOUR "BIG FIVE" PERSONALITY TRAITS** Take the "Big Five" Inventory and explore how the Big Five affect your relationships ( <http://www.outofservice.com/bigfive/> ). Read about your own Big Five personality traits and consider the validity and

reliability of the Big Five theory. Introduce yourself in 3 pages including the "Big Five" and how they affect how you think, act, feel and behave.

**ACTIVITY 2: EXPLORING YOUR SOMATOTYPE:** Are there biological links to Personality? Do some research on Sheldon and his somatotype theory, then rate your own body type (i.e., 5-2-7) and the personality traits that are associated with it.

Discuss your results and your personal views on this theory of personality in a 3 page paper. You can find information on Sheldon's theory regarding somatotypes at sites such as these:

<http://www.kheper.net/topics/typology/somatotypes.html> (Links to an external site.)

<http://www.bodybuilding.com/fun/becker3.htm> (Links to an external site.)

<http://mysomatotype.com/page9.html> (Links to an external site.)

<http://wilderdom.com/personality/L6-1PersonalityTypes.html> (Links to an external site.)

**ACTIVITY 3: PERSONALITY TESTS ONLINE** Explore the types of personality tests on the web and select two tests. Take the tests and assess their validity and reliability. In your 3 page paper review the instruments and their reliability/validity. A variety of personality tests can be found at the following two sites:

[www.queendom.com/tests/personality/index.html](http://www.queendom.com/tests/personality/index.html) or

<http://inst.santafe.cc.fl.us/~mwehr/PersonalityTestsOnline.html> B.

**B. Quizzes** (18 @ 20 = 360) A quiz for each of the chapters should be completed on the Canvas site. Make sure that you are well prepared before starting each of the quizzes as you will have one hour to complete each quiz. Quizzes should be taken following the course calendar outline.

**C. Final Integrative Paper** (70 points) Each student will write a 3 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.

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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.

## **Course Calendar**

Course  
Calendar:

### **Week #1 July 6**

Read Chapter 1 - The Study of the Person

Read Chapter 2 - Personality Research Methods

Take Chapter 1 & 2 Quizzes

### **Week #2 July 13**

Read Chapter 3 - Assessment, Effect Size, and Ethics

Read Chapter 4 - Personality Traits, Situation and Behavior

Take Chapter 3 & 4 Quizzes

### **Week #3 July 20**

Read Chapter 5 - Personality Judgment

Read Chapter 6 - Using Personality Traits to Understand Behavior

Take Chapter 5 & 6 Quizzes

Activity #1 due – July 26

### **Week #4 July 27**

Read Chapter 7 - Personality Stability, Development, and Change

Read Chapter 8 - The Anatomy and Physiology of Personality

Take Chapter 7 & 8 Quizzes

### **Week #5 August 3**

Read Chapter 9 - The Inheritance of Personality

Read Chapter 10 - Basics of Psychoanalysis

Take Chapter 9 & 10 Quizzes

Activity #2 due – August 9

**Week #6 August 10**

Read Chapter 11 - Psychoanalysis After Freud

Read Chapter 12 - Experience, Existence, and the Meaning of Life

Take Chapter 11 & 12 Quizzes

**Week #7 August 17**

Read Chapter 13 - Cultural Variation in Experience, Behavior, and Personality

Read Chapter 14 - Learning to Be a Person

Take Chapter 13 & 14 Quizzes

Activity #3 due –August 23

**Week #8 August 24**

Read Chapter 15 - Personality Processes

Read Chapter 16 - The Self

Take Chapter 15 & 16 Quizzes

**Week #9 August 31**

Read Chapter 17 - Personality, Mental Health, and Physical Health

Read Chapter 18 - Epilogue

Take Chapter 17 & 18 Quizzes

**Week #10 September 7**

Final Integrative Paper due – Friday, September 11