

**PSY 321 Psychology of Personality**  
**Fall 2022**

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**Text:** Personality, Jerry Burger 10<sup>th</sup> Edition, ISBN:9781337557010

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### **Catalog Course Description**

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

### **Course Description**

This course is an examination of Personality, and covers theoretical perspectives of personality, including Freudian, Neo-Freudian, trait, biological, humanistic, behavioral/social learning, and cognitive approaches. Personality will be examined in the context of neuroscience and evolutionary theory. As part of the requirements for this course students will assess their own personality. To assist the exploration of one's personality, Taijiquan and Qigong will be taught as part of each class.

### **Class Structure**

- 1) Taught Outside:** Taijiquan and Qigong will be taught at the beginning of class under the tent in the Henry Hall Courtyard.
- 2) Taught Inside:** Lecture, Discussion Groups, PPP, Videos.

### **Psychology Program Learning Outcomes (PLO)**

1. Students will identify key concepts, principles, and overarching themes in psychology.
2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.
4. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

### **Student Learning Outcomes**

**1. Declarative Knowledge:** Students will identify key concepts, principles, and overarching themes in the field of personality psychology **via** a multiple-choice midterm and final exam. This outcome links directly to **PLO 1**.

**2. Procedural/Performance Knowledge:** Students will demonstrate the relationship between adaptation and change, a holistic, integrative approach, and personality, in the field of personality psychology **via** writing a paper on **1:** Your personality in the context of performing Five Animals Frolic Qigong and **2:** Assessing your own personality from the perspective of your own self observations and a series of personality assessment inventories. This outcome links

directly to **PLO 4**.

### **Assessment**

**Mid-Term Exam:** 25 item multiple-choice exam

**Final Exam:** 50 item cumulative multiple-choice exam

#### **Paper 1:**

This paper is about your experiences performing (via following the video noted below\*) the Five Animals Frolic Qigong (Wuqinxi) once a day for 10 minutes for 21 consecutive days beginning on **8/22** and ending on **9/11**. Due on **9/14**. Each day for 21 days, I want you to keep a journal where, for each day/date, you write down and describe your physical, cognitive, emotional, behavioral and spiritual experiences performing the Five Animals Frolic Qigong for that day. At the end of 21 days, I want you to write a paper discussing what overall impact this experience of performing the Five Animals Frolic Qigong had on **1)** your overall physical, cognitive, emotional, behavioral and spiritual health and well-being comparing day 1 with day 21, **2)** your personality comparing day 1 with day 21 utilizing the following five personality trait continuums.

<b>Neuroticism:</b>	Calm vs worried, secure vs insecure, stressed vs relaxed
<b>Extraversion:</b>	Sociable vs retiring, outgoing vs reserved, talkative vs quiet
<b>Openness:</b>	Trying something new vs staying in your comfort zone, variety vs routine, independent vs conforming, welcoming vs resistant
<b>Agreeableness:</b>	Cooperative vs uncooperative, trusting vs suspicious, soft-hearted vs ruthless
<b>Conscientiousness:</b>	Organized vs disorganized, careful vs suspicious, disciplined vs Undisciplined

For example, regarding the **neuroticism** trait, did you find yourself somewhat stressed, insecure and worried when you first began practicing Five Animal Frolic, but after 21 days of practice you felt more relaxed, calm and secure? Did you get more stressed, insecure, and worried? Stayed the same? and **3)** what did you learn about yourself and your personality.

\*The video you will follow each day is found on YouTube and is called

**The Five Animals Frolic with Dr. Santee**

<https://www.youtube.com/watch?v=x5RELL84J4E&t=25s>

The video is 5 minutes long so you can follow it two times in a row. I want you to include your 21-day journal, **which does not count as part of the two full single-spaced pages**, when you submit your paper.

**Paper Requirements:** Minimum two full, single spaced pages (you can write more), 1 inch margins on all sides, size 12 font, separate introduction and conclusion, separate sections/paragraphs for each of the three areas listed below (do not run any of the sections together), no one paragraph papers, separate cover page (cover page does not count as part of the minimum page requirement), with your name, course, semester, due date. **I want you to include your 21-day journal, which does not count as part of the two full single-spaced pages but does count for 10 of the 30 points, when you submit your paper. Submitted via canvas.**

**Paper 2.** This paper describes your personality from the perspective of your own self observations, observations from friends, family, classmates, co-workers, etc., and the results of taking 10 personality assessment inventories from your book (see below) the free Eysenck personality inventory, the free Big 5 Personality test, and the free Keirseley Temperament Sorter.

The first link below is to the **free Keirsey Temperament Sorter** includes the questionnaire, a blank answer sheet and instructions to score it. I recommend printing it out to complete and score. You will get a four-letter code after scoring it regarding your personality type. Take this code and place it in google search and it will come up with a series of links regarding what the code means regarding your personality type.

<http://www.lifeconnectionsonline.org/wp-content/uploads/2014/12/Keirsey-Temperament-Sorter.pdf> (Links to an external site.)

The next link to the **free Keirsey Temperament Sorter** includes the questionnaire, a sample/example filled in answer sheet and instructions to score it.

[http://thechangeworkscoaching.com/images/KeirseyQuestionnaire\\_Sample\\_Ans\\_Sheet\\_Scoring\\_Instructions\\_Form.pdf](http://thechangeworkscoaching.com/images/KeirseyQuestionnaire_Sample_Ans_Sheet_Scoring_Instructions_Form.pdf) (Links to an external site.)

More specific information about the theory behind the **free Keirsey Temperament Sorter** can be found at

<https://keirsey.com/temperament-overview/> (Links to an external site.)

The **free Eysenck personality test** is found at

<https://gogovernment.org/test/eysencks-personality-inventory-epi-extroversionintroversion/> (Links to an external site.)

The **free Big 5 Personality test** is found at

<https://openpsychometrics.org/tests/IPIP-BFFM/> (Links to an external site.)

### **10 Inventories to take.**

**Norms for the following inventories can be found in the Appendix of you text on pages 415-416**

Chapter 5, p. 97: Personal identity

Chapter 6, p. 117: Coping flexibility (evaluation and adaptive scores).

Chapter 7, p. 146: Conscientious

Chapter 8, p. 173: Achievement goals (four achievement goals)

Chapter 8, p. 182: Social anxiety

Chapter 8, p. 192: Emotional expressiveness

Chapter 11, p. 266: Self-actualization

Chapter 12, p. 286: Disclosure and concealment (distress)

Chapter 12, p. 307-308: Solitude

Chapter 14, p. 366: Locus of control (personal efficacy)

**Additional inventories: you may take and include in your paper. Not required.**

Chapter 14, p. 350: Unmitigated communion

Chapter 16, p. 405-406: Self-construal

After the Introduction, **Begin** with your self-observations section and describe your personality indicating the basis for your description (minimum 1 page). In other words, why you see yourself the way you have described.

Then write a paragraph or so on how others (ask them) such as family and friends, see you/your personality.

**Next, for each of the personality inventories, in separate paragraphs indicate the name (make sure the name is in bold) of each personality inventory, what it assesses/is about, the average/mean normed score, what your score was, what you score indicates/is telling you about your personality, if you agree or disagree with the results and why you agree or disagree with the results.**

For most of the personality inventories you will be writing about you can probably address in 2- 3 paragraphs (you can of course write more). For the **Keirsey Temperament Sorter** you will need, **in addition to the basic information regarding the inventory**, additional paragraphs for not only your specific personality type (make sure it is in **bold**), but also for each of the 4 preferences (make sure each is in **bold**) that makeup each specific type.

For the Eysenck Personality inventory, you will need, **in addition to the basic information regarding the inventory**, to address in separate paragraphs where you scored and what it is telling you about your personality for the Extroversion factor, the Neuroticism factor and the Lie factor. Then in a separate paragraph what the combined three factors are telling about your personality.

For the Big 5 Personality test you will need, **in addition to the basic information regarding the inventory**, to address in separate paragraphs for each factor where you scored on each of the 5 factors (OCEAN: openness conscientiousness, extroversion, agreeableness, neuroticism) and what each one is telling you about your personality. Then in a separate paragraph what the combined five factors are telling about your personality.

**Then**, integrate the information from both your self-observations and others-observations with the information from the **Keirsey Temperament Sorter, the Eysenck Personality Inventory, the Big 5**, and 10 personality inventories, and describe your personality. Finally, what did you learn from this exercise about your personality and yourself?

- **Minimum 5 full single space pages. Feel free to write more!**
- **Minimal 3, 750 words**
- **Separate paragraphs for each of the inventories**
- **Separate paragraphs for each of the 5 factors in the Big 5 and the combined 5 Factors**
- **Separate paragraphs for the overall type and for each of the 4 preferences of the Free Keirsey Temperament Sorter.**
- **Separate paragraphs for each of the 2 factors in the Eysenck Personality Inventory and the 2 factors combined.**

## Format for Papers

All papers must be single spaced, use Times New Roman, size 12 font, 1" margins on all sides and have:

- A Cover Page with the title of the paper, the name of the course with its number, your name, the current semester, and the due date
- Cover page does not count as a page

The paper/narrative must

- Have an introduction
- Have a conclusion
- Be in paragraph format with separate paragraphs (no single paragraph papers)
  - If you use a block format only 1 space between paragraphs
- Meet the minimum full-page length
- **Submit via canvas**

### Grading

<b>Paper 1</b>	<b>30 points</b>
<b>Paper 2</b>	<b>100 points</b>
<b>Mid-Term</b>	<b>100 points</b>
<b>Final</b>	<b>200 points</b>

**Total**            **430 points**

A = 387 and above

B = 344-386

C = 301-343

D = 258-300

F = Below 258

### Points Taken Off on the Papers

Not following format of paper

Missing requirements as noted in descriptions of the papers under **Assessment**

Not answering the questions

Grammar

### Policy for late assignments

**NO late papers will be accepted in this course. NO extra credit is given in this course. No Incompletes are given in this course**

**All work must be completed within the time frame of the course. Nothing will be accepted after the last class of the term**

### 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.

Chaminade University Undergraduate Catalog 2019/2020, pg. 52

### **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**

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.

### **Classroom Rules**

- **Cell phones can only be used for voice recording of class lectures. No video recording, taking pictures, texting, tweeting, internet use, etc.**
- No sleeping in class.
- No reading outside materials in class.
- *No doing homework for other classes during class.*
- No eating in class.
- No behavior that is viewed as inconsiderate and disrespectful to your classmates who are here to learn.
- No behavior that is viewed as inconsiderate and disrespectful to your instructor who is here to teach.
- If you bring a computer to class to take notes, it can only be used to take class notes. No other computer use is acceptable.

- **COMPUTER USE, TABLETS, IPADS, CELL PHONES, ETC. ARE ONLY FOR CLASS WORK, THEY CANNOT BE USED FOR ANYTHING ELSE DURING CLASSTIME. NO PICTURE TAKING OF POWER POINT PRESENTATIONS.**

### **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 the **Kokua Ike Coordinator** at (808) 739-8305 to make an appointment 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. For more information contact <https://chaminade.edu/student-life/counseling-center/ada-accommodations/>

### **Title IX**

Chaminade University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade University. 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, and should I learn of any sexual misconduct, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the Chaminade Counseling Center | [808 735-4845](tel:8087354845) or any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

### **Chaminade Counseling Center**

Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. Information regarding the counseling center can be found at [Counseling Center – FAQs – Chaminade University of Honolulu](#). The counseling center can be contacted at [counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu) and 808-735-4845.

### **Tutoring Center**

Kokua Ike provides access to free one-on-one tutoring for students, online tutoring via TutorMe, and manages test administration services. Information regarding the tutoring center can be found at <https://chaminade.edu/advising/kokua-ike/>. They can be contacted at 808-739-8305.

### **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

**Use Canvas weekly modules to navigate (Instructions and requirements) your way through this course**

### Tentative Course Schedule

Week	Topic	Readings for Berger
8/22	Introduction. What is Personality? Personality in the context of Neuroscience and Evolutionary Theory. Personality Inventories. <b>Begin 5 Animals Frolic 8/22.</b>	Chapters 1 and 2
8/29	Introduction. What is Personality? Personality in the context of Neuroscience and Evolutionary Theory. Personality Inventories	Chapters 1 and 2
9/05	<b>Holiday Labor Day 9/5.</b> Psychoanalytic Approach: Freud	Chapters 3 and 4
9/12	Psychoanalytic Approach: Freud. <b>Five Animals Frolic Paper Due Wednesday 9/14</b>	Chapters 3 and 4
9/19	Neo-Freudian Approach: Jung	Chapters 5 and 6
9/26	Neo-Freudian Approach: Jung	Chapters 5 and 6
10/03	Neo-Freudian Approach Mid-Term review questions available	Chapters 5 and 6
10/10	<b>Holiday Discoverers' Day – 10/10</b> <b>MID-TERM EXAM, VIA CANVAS, FRIDAY 10/14</b>	
10/17	The Biological Approach	Chapters 9 and 10
10/24	Humanistic Approach	Chapters 11 and 12
10/31	The Trait Approach	Chapters 7 and 8
11/07	Behavioral Social Learning approach; <b>Veterans Day Holiday 11/11</b>	Chapters 13 and 14
11/14	Behavioral Social Learning approach. <b>PAPER 2 DUE FRIDAY– 11/18</b>	Chapters 13 and 14
11/21	Cognitive Approach <b>Thanksgiving Holiday 11/24-11/25</b>	Chapters 15 and 16
11/28	<b>Review. Questions for Final Exam Available 12/2.</b>	
12/8	<b>Final Exam Thursday 11-12pm</b>	