

**Chaminade University**

**PSY 521: Theories of Personality**

Tuesdays 5:30 – 9:20, Henry Hall, Room 104

Fall Term (Oct 4 - December 13, 2022)

**Instructor:** Dale Fryxell, Ph.D.  
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**Text**

*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.

**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 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, lectures, videos, 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.**

### Program Learning Outcomes (PLOs).

1. Students will identify core counseling theories, principles, concepts, techniques and facts.
2. Students will demonstrate the ability to facilitate the counseling process with clients.
3. Students will identify the relationship between adaptation and change and the counseling process.

### Course Learning Outcomes (CLOs).

1. Students will discuss personality theories in the context of counseling (PLO #1). Will be assessed primarily through PowerPoint presentations.
2. Students will identify the biological, psychological, and environmental factors (including historical, cultural, and societal aspects) effecting the development of personality (PLO #1). Will be assessed primarily by multiple choice quizzes.
3. Students will demonstrate the assessment and interpretation of personality using a variety of instruments (PLO #2). Will be assessed primarily through personality test administration.

### **Important !!!!!!!!!!!**

By the second week of class, please turn in an 8 ½ x 11 sheet with the following information on it;

- a reasonably good Xeroxed picture of yourself.
- anything special that you would like me to know about you.

## Assessment

1. Quizzes (6 @ 40 points)	= 240
2. Personality Theorist Project (1 @ 100 pts.)	= 100
3. Integrative Paper (1 @ 40 points)	= 40
4. Participation (20 points)	= 20

Total points possible = 400

### 1. Quizzes (6 @ 40 = 240 points each)

Six quizzes will be administered during the semester. The quizzes are generally multiple choice questions and are an opportunity for students to check their understanding of information covered in the textbook.

### 1. Project (100 points)

Each student will be required to select one of the major personality theorists and provide a 15 minute 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. You should provide a copy of this fact sheet to everyone in the class on the evening of your presentation. Students will sign up for a theorist on the first night of class.

### 1. 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.]

## 2. Class Participation (20 points)

It is important in an interactive class for all students to come to class fully prepared to participate. Any student missing more than one class will have to retake the course.

## **Extra Credit**

Students may gain up to 20 additional points by completing an extra credit project of their own design. You must discuss your extra credit project with Dr. Fryxell before beginning work on it.

## **Grading**

90%	360 - 400	=	A
80%	320 - 359	=	B
70%	below 319	=	C

## **Attendance**

If you miss more than one class, you will be given a “C” and you must retake the class. (Graduate programs policy)

## **Marianist Educational Values**

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

- **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.

- **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.

- **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.

- **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.

- **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>

### **Attendance**

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructor 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 will receive a failing grade.

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.

### **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.

### **Students with Disabilities**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

## **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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### **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. For more information regarding the Counseling Center services, please visit: <https://chaminade.edu/student-life/counseling-center/counseling-services/>

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

Phone: 808-735-4845.

### **Kokua Ike: Tutoring & Learning Services**

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/student-success/kokua-ike/>

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

Phone: 808-739-8305

### **Credit Hour Policy:**



The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

### **Self-Care Information**

Barnett, J. E. (2007). In pursuit of wellness: The self-care imperative. *Professional Psychology: Research and Practice*, 2007, Vol. 38, No. 6, 603– 612.

<file:///C:/Users/0034826/Downloads/psychologists%20and%20self%20care.pdf>

Posluns, K. & Gall, T. L. (2019). Dear mental health practioners, take care of yourselves: A literature review on self-care. *International Journal for the Advancement of Counselling* (2020) 42:1–20.

<https://mail.google.com/mail/u/0/#search/Pamela.Silva-Patrinosa%40chaminade.edu/FMfcgxwJXpPjlgLnFJfczJZBWldtFGKr?projector=1&messagePartId=0.2>

### **ACA Ethical guidelines for Self-Care and Self-Monitoring**

Given the 1) long-standing issue of problematic self-care and self-monitoring in the field of counseling, clinical psychology, and psychotherapy, 2) chronic stress demonstrated by many students in the current Covid-19 ever-changing, and uncertain environment, 3) fact that there appears there will be numerous stressed out clients as a result of the Covid 19 ever-changing, and uncertain environment, and 4) fact that the ACA requires self-care and self-monitoring as part of their ethical guidelines, all courses will include and address the following ACA guidelines in all of their syllabi. These guidelines also apply to all faculty and staff teaching in the MSCP program.

## **ACA 2014 Code of Ethics**

### **Section C: Professional Responsibility**

#### **Introduction**

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

#### **C.2.g: Impairment**

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

#### **Use of Technology Class Policy**

The use of cell phones (including texting), tablets, and/or laptops during class time is prohibited unless preapproved by the instructor. Disregard of this policy can result in, up to a maximum 25 point deduction in your final grade point total, per infraction. If an emergency arises, please excuse yourself from class and address the matter.

#### **PSY521 Course Schedule**

#1 – Oct 4

Course Introduction

#2 – Oct 11  
Chapters 1 & 2

Introduction to Personality

Read

#3 – Oct 18  
Chapters 3 & 4

The Psychoanalytical Perspective I

Read

1. **Alfred Adler**
2. **Carl Jung**
3. **Heinz Kohut**
4. **Harry Stack Sullivan**
5. **Karen Horney**
6. **Margaret Mahler**

#4 – Oct 25  
Chapters 5 & 6

The Psychoanalytical Perspective II

Read

Chapters 3 - 6

Quiz #1

**7. Anna Freud**

8. **Jane Loevinger**
9. **Erich Fromm**
10. **Melanie Klein**
11. **Otto Kernberg**
12. **John Dollard**
13. **Neal Miller**

#5 – Nov 1  
Chapters 7 & 8

The Trait Perspective

Read

#2: *Chapters 7 & 8*

*Quiz*

14. **Henry Murray**
15. **Gordon Allport**
16. **Raymond Cattell**

#6 – Nov 8  
Chapters 9 & 10

The Biological Perspective

Read

#3: *Chapters 9 & 10*

*Quiz*

**17. Hans Eysenck**

#7 – Nov 15  
Chapters 11 & 12

The Humanistic Perspective

Read

*Chapters 11 & 12*

*Quiz #4:*

**18. Carl Rogers**

**19. Rollo May**

**20. Walter Mischel**

#8 – Nov 22  
Chapters 13 & 14

The Behavioral Perspective

Read

*Quiz #5: Chapters 13 & 14*

*Q*

**21. Albert Bandura**

**22. Ivan Pavlov**

**23. BF Skinner**

**24. Julian Rotter**

#9 – Nov 29  
Chapters 15 - 17

The Cognitive Perspective

Read

#6: *Chapters 15 & 16*

*Quiz*

**25. George Kelly**

**26. Albert Ellis**

**27. Aaron Beck**

**28. Kurt Lewin**

#10 – Dec 6  
Paper due

Course review and integration

Integrative