

PSY 321 Psychology of Personality
Fall 2023

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Text: Personality, Jerry Burger 10th Edition, ISBN:9781337557010

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: See Canvas Module for requirements, Instructions, format and structure.

Paper 2: See Canvas Module for requirements, Instructions, format and structure.

Grading:

Paper 1 **50 points**

Paper 2 **100 points**

Mid-Term **100 points**

Final **200 points**

Total **450 points**

A = 405 and above

B = 360-404

C = 315-359

D = 270-314

F = Below 270

Points Taken Off on the Papers

Not following/missing requirements, format and structure of paper/assignment

Not clearly and correctly answering the questions

Grammar

Late assignments will only be accepted in this course with a 10% deduction on the day it is due that is past the time deadline, 20% deduction on second day, 30% on the third day, 40% on the fourth day and 50% on the fifth day. Papers turned in after the fifth day will not be accepted. **No extra credit** is given in this course. **Incompletes are not given** in this course.

Attendance Policy

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students should notify their instructors, via email, when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. It is the instructor's prerogative to modify deadlines of course requirements accordingly.

While notification to the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused. Not meeting the attendance requirements may result in lowering the final grade, withdrawal from the course, or failing the course. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Excused Absences

Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor.

In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal from the course).

Unexcused Absences

Chaminade University student policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the final grade. Any unexcused absence of two consecutive weeks or more may result in being administratively withdrawn from the course by the instructor. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor.

Deductions

In addition, if you are not present when the role is taken you will be marked absent, and **2 points** will be deducted from the total available points. If you are absent from class, see above, you will be deducted **2 points** from the total available points.

You are allowed **2** unexcused absences or **2** of missing role call, or a combination of **1** unexcused absence and **1** missing role call. After that all will be counted. In addition, if you are present when role call is taken and then disappear for an extended period of time and return you will be deducted **2** points. If you do not return back to class you will be deducted **2** points. **Obviously** bathroom breaks and emergencies (see excused absences above) will not be counted but if you are present for role and then disappear on a regular basis, then this pattern of behavior you will result in being deducted **2** points. See Addendum at end of syllabus. Also see Home page.

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.
<https://catalog.chaminade.edu/generalinformation/academicaffairs/policies/attendance>

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. Don't cheat!

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 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

Science is an enormously successful human enterprise. The study of scientific method is the attempt to discern the activities by which that success is achieved. Among the activities often identified as characteristic of science are systematic observation and experimentation, inductive and deductive reasoning, and the formation and testing of hypotheses and theories. How these are carried out in detail can vary greatly, but characteristics like these have been looked to as a way of demarcating scientific activity from non-science, where only enterprises which employ some canonical form of scientific method or methods should be considered science.

<https://plato.stanford.edu/entries/scientific-method/>

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 classnotes. 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 POINTPRESENTATIONS.**

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 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:

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

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

Tentative Course Schedule

Week	Topic	Readings for Berger
8/21	Introduction. What is Personality? Personality in the context of Neuroscience and Evolutionary Theory. Personality Inventories. Begin 5 Animals Frolic 8/21.	Chapters 1 and 2
8/28	Introduction. What is Personality? Personality in the context of Neuroscience and Evolutionary Theory. Personality Inventories	Chapters 1 and 2
9/04	Holiday Labor Day 9/4. Psychoanalytic Approach: Freud	Chapters 3 and 4
9/11	Psychoanalytic Approach: Freud. Five Animals Frolic Paper 1 Due Wednesday 9/13	Chapters 3 and 4
9/18	Neo-Freudian Approach: Jung	Chapters 5 and 6
9/25	Neo-Freudian Approach: Jung	Chapters 5 and 6
10/02	Neo-Freudian Approach Mid-Term review questions available	Chapters 5 and 6
10/9	Holiday Discoverers' Day – 10/9 MID-TERM EXAM, VIA CANVAS, FRIDAY 10/13	
10/16	The Biological Approach	Chapters 9 and 10
10/23	Humanistic Approach	Chapters 11 and 12
10/30	The Trait Approach	Chapters 7 and 8
11/06	Behavioral Social Learning approach; Veterans Day Holiday 11/10	Chapters 13 and 14
11/13	Behavioral Social Learning approach. PAPER 2 Social Media Analysis DUE FRIDAY– 11/17	Chapters 13 and 14
11/20	Cognitive Approach Thanksgiving Holiday 11/23-11/24	Chapters 15 and 16
11/27	Review. Areas for Final Exam on Canvas available Friday 12/1	
12/5	Final Exam Via Canvas Tuesday 11-12pm	

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.

Credit Hour Policy Psy 321

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend

37.5 hours in class

15 hours preparing, implementing, cooling down, and reflecting upon their practice for 21 straight days of the **Five Animals Frolic Qigong** and writing of structured a journal (1500 words minimal = 6 pages double spaced), and structured analysis (1500 words minimal = 6 pages double spaced).

40 hours researching 10 personality assessment inventories from your book and 3 major personality assessment inventories: Eysenck personality inventory, the Big 5 Personality inventory, and the Keirsey Temperament Sorter personality inventory, taking the inventory, scoring the inventory, understanding the norms, comparing personal results to the norms, analyzing the results, integrating your own observations of your personality, and interviews with friends, family, classmates, co-workers, etc, and writing the **Personality Assessment** paper (minimal 4000 words = 16 pages double spaced) that integrates and analyzes all the data sources listed above.

4.5 hours studying and taking mid-term exam

8 hours studying and taking cumulative final exam

30 hours of work beyond what is listed here (course readings, viewing videos, reading PPPs, etc.), averaging 2 hours each week.

Addendum

You are required to participate in both the Qigong and Taijiquan at the start of the class under the tent in Henry Hall courtyard, and in classroom when we are finished with the Qigong and Taijiquan. Regarding the Qigong and Taijiquan, if you have an acute injury that temporarily prevents or compromises your standing, then you can perform the moves sitting down at one of the tables in the courtyard and follow along. If one of your arms is compromised then you can follow along using one arm. Other types of injuries will be addressed on a case-by-case basis. If your excuse is that you do not feel well/are sick you should not be in class and need to go home. You will need a doctor's note if you want to be excused. In addition, while sitting down during the Qigong and Taijiquan you are still part of the class so no talking to other students/people, playing with your phone, computer, etc. Regarding the above, failure to do so will result in a deduction of 2 points per class. If your injury prevents you from participating for an extensive time period (more than 20% of on-ground course meetings, during the semester, then you need to drop the class. Other situations will be addressed on a case-by-case basis.

