



Chaminade University of Honolulu
3140 Waiialae Avenue - Honolulu, HI 96816
Course Syllabus

Course Number: PSY 521-01-3

Course Title: Personality

Term: Accelerated Winter 2025; 1/6/2025 – 3/17/2025

Class Meeting Days: Thursday

Class Meeting Hours/Room: 5:30 pm – 9:20 Behavioral Science Building, 101

Course Website Address (Canvas): <https://chaminade.instructure.com/>

Instructor Name: Dr. Silvia Koch

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Office Location: BS 108

Office Hours: Available anytime by appointment or request

Text

Burger, J. M. (2019). *Personality (10th ed)*. Belmont, CA: Wadsworth (Cengage). ISBN: 978-1-337-55901-0. There is also an eBook available on the publisher's 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.

Course Description

Students will have an opportunity to explore human personality through the use of activities, 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, readings, and discussions.
2. Students will identify the biological, psychological, and environmental factors (including historical, cultural, and societal aspects) affecting the development of personality (PLO #1). Will be assessed primarily by multiple choice quizzes.
3. Student will demonstrate the assessment and interpretation of personality using a variety of instruments (PLO #2 & #3). Will be assessed primarily through personality test administration.

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>

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

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.

Disability Access

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).

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

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 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in a total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 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.

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 expected to spend about 48 hours in class, 25 hours completing course activities and participating in class discussions; 10 hours preparing chapter presentations, 20 hours completing quizzes; and 10 hours researching and writing the integrative paper. There will be an additional 22 hours of work required beyond what is listed here (course readings, homework assignments, etc.). This additional work will average about 2.2 hours a week.

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 post-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>

Attendance

If you miss more than one class, you will be given a “C”, and you must retake the class. (Graduate programs policy) 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. It is the instructor’s prerogative to modify deadlines of course requirements accordingly.

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.

Course Requirements

A. 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.

B. Chapter Presentation (100 points)

Students will select from the text, the chapters that describe a theoretical approach and it's relevant research to present in class for discussion. Each presentation will include a demonstration of a group exercise or technique from the theory to check for understanding. 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 the chapters on the first night of class. Please note that 50 points will be given for organization and clarity of the presentation, 25 points will be given for the activity presented, and 25 points will be given for the fact sheet. The presentation will be given the night the chapter will be discussed per the course schedule as listed on the syllabus.

C. Integrative Paper (40 points)

Each student will write a 5-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.)

D. Class Participation/Discussions/Activities (20 points)

It is important in an interactive class for all students to come to class fully prepared to participate. Discussion questions and activities will require student responses.

Assessment

A. Quizzes (6 @ 40 points)	= 240
B. Chapter Presentations	= 100
C. Integrative Paper (1 @ 40 points)	= 40
D. Participation (20 points)	= 20
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Total points possible	= 400

Grading

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

Tentative Course Schedule

<u>Weeks/Date</u>	<u>Content to be Discussed</u>	<u>Chapters to Read</u>
#1 – 1/9/25	Introduction, Review of Syllabus Course Assignments/Requirements	
#2 – 1/16/25	Chpt. 1 Introduction to Personality Chpt. 2 Personality Research Methods	Chapters 1 & 2
#3 – 1/23/25	Chpt. 3 - The Psychoanalytical Approach Freudian Theory, Application and Assessment Chpt. 4 - The Freudian Approach – Relevant Research	Chapters 3 & 4
#4 – 1/30/25	Chpt. 5 - The Psychoanalytic Approach Chpt. 6 – Neo-Freudian Theories Quiz #1: Chapters 3 - 6	Chapters 5 & 6
#5 – 2/6/25	Chpt. 7 - The Trait Approach Chpt. 8 – The Trait Approach, Relevant Research Quiz #2: Chapters 7 & 8	Chapters 7 & 8
#6 – 2/13/25	Chpt. 9 - The Biological Approach Chpt. 10 – The Biological Approach, Relevant Research Quiz #3: Chapters 9 & 10	Chapters 9 & 10
#7 – 2/20/25	Chpt. 11 - The Humanistic Approach Chpt. 12 – The Humanistic Approach, Relevant Research Quiz #4: Chapters 11 & 12	Chapters 11 & 12
#8 – 2/27/25	Chpt. 13 - The Behavioral/Social Learning Approach Chpt. 14 – The Behavioral/Social Learning Approach, Relevant Research Quiz #5: Chapters 13 & 14	Chapters 13 & 14
#9 – 3/6/25	Chpt. 15 - The Cognitive Approach Chpt. 16 – The Cognitive Approach, Relevant Research Quiz #6: Chapters 15 & 16	Chapters 15 & 16
#10 – 3/13/25	Course review/Integrative Paper Due	

Chapter Presentation Sign-ups

Chapters 1 & 2
1/16

Chapter 3
1/23

Chapter 4
1/23

Chapter 5
1/30

Chapter 6
1/30

Chapter 7 & 8
2/6

Chapter 9 & 10
2/13

Chapter 11 & 12
2/20

Chapter 13 & 14
2/27

Chapter 15 & 16
3/6