



School of Education and Behavioral Sciences
Counseling Psychology

PSY 521-01-3: Personality

4/6/2025 – 6/10/2025; Monday: 5:30 – 9:20 pm

Henry Hall Room 104

Credits: #3 Section: #1 Term: Accelerated Spring 2025

Instructor Information



Instructor: Jaime K. Fong, MSCP

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Phone: (808) 739-4802

Office Location: Bertram Hall, Learning Resource Center

Office Hours: Available anytime by appointment or request

Virtual Office/ Hours: Available anytime by appointment or request

Communication

Questions for this course can be emailed to the instructor at jaime.fong@chaminade.edu. Online, in-person, and phone conferences can be arranged. Response time will take place within 24-48 hours.

School & Department Information

Master of Science in Counseling

Phone: (808) 735 - 4711 main line or Graduate admissions Phone: (808) 739 – 8340.

If you have questions regarding the Master of School Counseling program director or reach out to your instructor or the School of MSCP. [Course Description & Materials](#)

Course Description & Materials

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.

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.

Time Allocation

This is a three-credit hour course requiring a minimum of 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend about 30 hours completing course activities, 15 hours researching and preparing the theorist project, 20 hours participating in course discussions, and 18 hours preparing for and taking the quizzes. There will be an additional 52 hours of work required beyond what is described here including the reading course materials and reviewing course presentations, averaging 5.2 hours each week.

Required Materials

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

Recommended Items

N/A

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

Canvas is our online learning system and will be where all course materials will be found.

Canvas Technical Assistance:

- Search for help on specific topics or get tips in Canvas Students
- Live chat with Canvas Support for students
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this video to get you started
- Online tutorials: click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of [degree program name], the student will be able to:

1. Identify core counseling theories, principles, concepts, techniques and facts.
2. Identify counseling theories, principles, concepts, techniques and facts in (Mental Health,
3. Marriage/Family or School) counseling.
4. Facilitate the counseling process with clients.
5. Identify the relationship between adaptation and change and the counseling process.

Course Learning Outcomes (CLOs)

Upon completion of PSY521, the student will be able to:

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

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

This course focuses on the Marianist value of Educate for Adaptation to Change. In the midst of rapid social and technological change, personalities and the way we assess and address them is rapidly changing. The ability to readily adapt and change methods and structures is directly related to the idea that, "New times call for new methods," which is a phrase that Father Chaminade often repeated. This course works to help students be able to look positively towards the future confidently, with on the one hand knowing that we draw on a rich history,

and on the other fully aware for that for the field of psychology to remain vibrant in changing times, adaptations need to be made.

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

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	x			
PLOs	x	x		
Native Hawaiian Values		x		
Gen Ed Learning Outcomes (if applicable)				

Course Activities

Course Requirements

A. Quizzes (10 @ 10 points each= 100 points)

Ten 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. Theorist Presentation (50 points)

Each student will be required to select one of the major personality theorists and provide a concise 20-minute 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.

Each presentation will include a relationship building activity, 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 theorist on the first night of class. Please note that 30 points will be given for organization and clarity of the presentation, 10 points will be given for the activity presented, and 10 points will be given for the fact sheet.

C. Integrative Paper (50 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 (100 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

Your final grade will be determined by the following components:

<u>Assignment</u>	<u>Points</u>	<u>Percentage</u>
Quizzes (10 quizzes @ 10 points)	100	33.3%
Theorist Presentation	50	16.7%
Integrative Paper	50	16.7%

<u>Assignment</u>	<u>Points</u>	<u>Percentage</u>
Participation (10 weeks @ 10 points)	100	33.3%
Total	300	100%

Letter Grade Scale

Letter Grade	Percentage Range	Point Range (out of 300)
A	90–100%	270–300 points
B	80–89%	240–269 points
C	70–79%	210–239 points
D	60–69%	180–209 points
F	Below 60%	Below 180 points

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 in 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> (Links to an external site.)Links to an external site.

Course Policies

Attendance

If you miss more than one class, you will be given a "C", and you must retake the class. Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to

review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Late Work

No late assignments are excepted.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

Incomplete grades are rarely given. There are exceptions however, with special permission granted by the instructor.

Final Grades

Final grades are submitted to [Self-Service](#):

Important Information

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, in addition to more obvious dishonesty.

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 Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

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.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Readings & Due Dates

Week	Theme	Info	Due Dates
Week 1: 4/7	What is Personality?	Syllabus Review Read Chapter 1 Participate in Discussion 1	April 14
Week 2: 4/14	Personality Research Methods	Read Chapter 2 Take Chapter 2 quiz Complete Activity #2 Participate in Discussion 2	April 21
Week 3: 4/21	The Psychoanalytic Perspective I	Read Chapters 3 & 4 Take Chapters 3 & 4 quizzes Participate in Discussion 3	April 28
Week 4: April 28	The Psychoanalytic Perspective II	Read Chapters 5 & 6 Take Chapters 5 & 6 quizzes Complete Activity #3 Participate in Discussion 4	May 5
Week 5: May 5	The Trait Perspective	Read Chapters 7 & 8 Take Chapters 7 & 8 quizzes Complete Activity #4 Participate in Discussion 5	May 12
Week 6: May 12	The Biological Perspective	Read Chapters 9 & 10 Take Chapters 9 & 10 quizzes Complete Activity #5 Participate in Discussion 6	May 19
Week 7: May 19	The Humanistic Perspective	Read Chapters 11 & 12 Take Chapter 11 & 12 quizzes Complete Activity #6 Participate in Discussion 7	May 26
Week 8: May 26 NO CLASS	The Behavioral Perspective	Read Chapters 13 & 14 Take Chapter 13 & 14 quizzes (online) Participate in Discussion Post 8 (online)	June 2

Week 9: June 2	The Cognitive Perspective	Read Chapters 15 & 16 Take Chapter 15 & 16 quizzes Participate in Discussion 9	June 9
Week 10: June 9	1.Theorist Presentation and Fact sheet 2.Integrative Paper	Participate in Discussion 10	June 9