



Academic School Name

Department Name

## PSY521: Personality

Online Asynchronous

Credits: 3

Section: #90-3

Term: Spring 2025

### Instructor Information



**Instructor:** Dale Fryxell, PhD

**Email:** [dfryxell@chaminade.edu](mailto:dfryxell@chaminade.edu)

**Phone:** 808 739-4678

**Office Location:** Brogan 110

**Office Hours:** by appointment

**Virtual Office:** Zoom ID 594 690 5450

**Virtual Office Hours:** by appointment

### Communication

My goal is always to respond to all emails or phone calls, Monday through Friday, within 48 hours. Also, I try to grade all assignments within one week of the due dates, so if for some reason you don't see a grade and comments for an assignment within that time frame, make sure to let me know.

### School & Department Information

#### School of Education and Behavioral Sciences

Office Location: Brogan Hall, Room 110

Phone: 808.739.4652

If you have questions regarding the MSCP program, reach out to your Instructor or the School of Education and Behavioral Sciences.

## 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.

### 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

NA

### 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](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

## Learning Outcomes

### Program Learning Outcomes (PLOs)

Upon completion of MSCP degree, 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, Marriage/Family or School) counseling.
3. Facilitate the counseling process with clients.
4. 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
<b>Marianist Values</b>	x		
<b>PLOs</b>	x	x	
<b>Native Hawaiian Values</b>		x	

### Course Activities

Grades for the course will be assigned based on the quality of student work as demonstrated by the successful completion of the following requirements:

1. Complete the Course Completion Schedule (20 pts) = 20 points
2. Learning Curve Points (255 points possible) = 255 points
3. Chapter Quiz Points (125 points possible) = 125 points
4. Child Project or Adolescent or Adult Project (1 @ 100) = 100 points
5. Psychology Community of Practice Discussions (4 @ 25) = 100 points

Total Points = 600 points

#### A. Quizzes

Quizzes (16 @ 10 = 160 points) Sixteen quizzes will be administered through Canvas during the semester. The quizzes will be available starting on Monday of the week that they are assigned. There is a one hour time limit and the quizzes can only be opened one time so be sure that you are ready to take the quizzes before you open them.

#### B. Final Project

Project (100 points) Each student will be required to select one of the major personality theorists and provide a concise 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. The theorist will be selected on a first to sign up basis. Just send me an email as to which theorist you are interested in and I will let you know if that theorist is still open or whether someone else has already selected that person. Both the powerpoint presentation and the fact sheet should be submitted on Canvas. You can select your theorist from the following list: Henry Murray, Gordon Allport, Hans Eysenck, Raymond Cattell, Alfred Adler, Carl Jung, Heinz Kohut, Harry Stack Sullivan, Karen Horney, Margaret Mahler, Anna Freud, Jane Loevinger, Erich Fromm, Melanie Klein, Otto Kernberg, John Dollard, Neal Miller, Albert Bandura, Ivan Pavlov, BF Skinner, Julian Rotter, Carl Rogers, Rollo May, Walter Mischel, Aaron Beck, Kurt Lewin, Sigmund Freud, Erik Erikson, and Abraham Maslow.

#### C. Weekly Activities

Weekly Activities (8 @ 25 = 200 points) Weekly activities are posted to complete each week. Submit the activities for each week by Sunday at midnight of the week that they are assigned.

#### D. Final Integrative Papers

Final 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.]

## E. Discussions

Weekly Discussions (10 @ 10 points) Ten weekly class discussion question will be posted. Sometime between Monday and Thursday each week, you should respond to the question. Then, sometime between Friday and Sunday, you should go back and read all of the submissions and respond to at least three of your classmate's posts. It is expected that each student's posts for each week will be approximately one page in length. The following guidelines should be used to actively and intelligently participate in the class discussions (adopted from <http://www.rasmussen.edu/student-life/blogs/college-life/tips-for-writing-thoughtful-discussion-responses//> (Links to an external site.)Links to an external site..

- Ask open-ended questions to promote discussion. Open-ended questions require individuals to write more than a simple one- or two-word answer. Open-ended questions require the use of critical thinking skills and allow individuals to reflect on their thoughts and feelings about a particular topic.
- Don't be afraid to disagree. It is okay to disagree with what someone has to say or play the "devil's advocate." However, when you choose to disagree, remember to do so respectfully. Everyone is entitled to their own opinion and it is okay for you to offer your own interpretation.
- Give reasons for your opinion. It is important to provide reasons for your thoughts and feelings about the topic. You may even choose to make a personal connection or share a personal experience with your classmates. Applying class information to real-world situations is a great way to demonstrate that you truly understand what you are learning.
- Think outside the box. Online discussions can get boring when everyone's posts begin to sound the same. Don't be afraid to propose a new idea or ask a probing question to generate conversation.
- Include outside resources. It is often helpful to include outside resources in your responses. Share an article or a website that is relevant to the topic of discussion. Introducing new, relevant ideas from resources, other than the provided class materials, can help take learning to the next level.

## 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

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.



### 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.

### Final Grades

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

- A = 90% and above
- B = 80 - 89%
- C = 60 - 79% and below
- F = 59% and below

## 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](mailto: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 tutor.com. tutor.com can be accessed 24/7 from your Canvas account. Simply click on Account > tutor.com. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

### Self-Care Information

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 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>Links to an external site.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/FMfcgwxJXpJlgLnFJfczJZBWldtFGKr?projector=1&messagePartId=0.2>Links to an external site.

### 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/Links to an external site>.

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

Phone: 808-735-4845.

## Readings & Due Dates

It is very important that you manage your time effectively and submit assignments by the due dates that are outlined in the syllabus. Generally, most assignments are due by Sunday night at midnight of the week that they are assigned. No late assignments are accepted!

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### #1 – April 7 – What is Personality

Read Chapter 1

Take Chapter 1 quiz

Complete Activity #1 by April 13

Participate in Discussion 1

### #2 – April 14 - Personality Research Methods

Read Chapter 2

Take Chapter 2 quiz

Complete Activity #2 by April 20

Participate in Discussion 2

### #3 – April 21– The Psychoanalytic Perspective I

Read Chapters 3 & 4

Take Chapters 3 & 4 quizzes

Participate in Discussion 3

### #4 – April 28– The Psychoanalytic Perspective II

Read Chapters 5 & 6

Take Chapters 5 & 6 quizzes

Complete Activity #3 by May 4

Participate in Discussion 4

### #5 – May 5 – The Trait Perspective

Read Chapters 7 & 8

Take Chapters 7 & 8 quizzes

Complete Activity #4 by May 11

Participate in Discussion 5

### #6 – May 12 – The Biological Perspective

Read Chapters 9 & 10

Take Chapters 9 & 10 quizzes  
Complete Activity #5 by May 18  
Participate in Discussion 6

#7 – May 19– The Humanistic Perspective  
Read Chapters 11 & 12  
Take Chapter 11 & 12 quizzes  
Complete Activity #6 by May 25  
Participate in Discussion 7

#8 – May 26 – The Behavioral Perspective  
Read Chapters 13 & 14  
Take Chapter 13 & 14 quizzes  
Complete Activity #7 by June 1  
Participate in Discussion 8

#9 – June 2 – The Cognitive Perspective  
Read Chapters 15 & 16  
Take Chapter 15 & 16 quizzes  
Complete Activity #8 by June 8  
Participate in Discussion 9

#10 – June 9 – Complete and submit Theorist Powerpoint and Fact sheet by June 11  
Integrative Paper due June 11  
Participate in Discussion 10