



School of Education and Behavioral Sciences

Personality

PSY 521-01-03

1/12/2026 – 3/23/2026; Tuesday, 5:30 – 9:20 pm

Henry Hall, Rm. 202

Credits: 3 Section: 3 Term: Accelerated Winter 2026

Instructor Information



Instructor: Jaime K. Fong, MSCP

Email: jaime.fong@chaminade.edu

Phone: (808) 739-4802

Office Location: Bertram Hall, Mamiya 2nd Floor

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. Responses will take place within 24-48 hours.

School & Department Information

School of Education and Behavioral Sciences

Office Location: Behavioral Sciences 105

Phone: (808) 735-4751

Course Description & Materials

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: 9781337-55901-0. There is an eBook available on the publisher's website.

Recommended Items

N/A

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

The Canvas classroom will contain your gradebook, course assignments, exams, and resources.

Canvas Technical Assistance:

- Search for help on specific topics or get assistance in Canvas Students
- Live chat with Canvas Support for students
- Canvas Support Hotline for students: +1-833-209-6111
- 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 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 PSY 521, the student will be able to:

1. Students will discuss and compare personality theories in the context of counseling (PLO 1 & 4) Assessment: Theorist Presentation; class discussions; participation activities.
2. Students will identify and analyze the biological, psychological, and environmental factors (including historical, cultural, and societal aspects) effecting the development of personality (PLO 1 & 4). Assessment: Quizzes; class discussions; Integrative Paper.
3. Student will demonstrate introductory competence in personality assessment and interpretation, including ethical and applied considerations for counseling settings. (PLO 2 & 3) Assessment: Personality test administration activities; Integrative Paper.
4. Integrate personality theory into an emerging counseling identity, articulating how theory informs professional decision-making and practice. (PLO 3 & 4) Assessment: Integrative Paper; presentations; participation

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

Alignment Area	CLO 1	CLO 2	CLO 3	CLO 4
Program Learning Outcomes (PLOs)	✓	✓	✓	✓
Marianist Values		✓		✓
Native Hawaiian Values			✓	✓
Native Hawaiian Values		✓		

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:

<u>Assignment</u>	<u>Points</u>	<u>Percentage</u>
Quizzes (8 × 10 points)	80	20%
Theorist Presentation	80	20%
Integrative Paper	80	20%
Class Participation, Discussions, and Activities (10 × 16 points)	160	40%
Total	400	100%

Quizzes (80 points; 20%)

Eight quizzes will be administered throughout the semester. Quizzes will consist primarily of multiple-choice questions designed to assess comprehension of textbook material and reinforce key concepts. Each quiz is worth 10 points.

Theorist Presentation (80 points; 20%)

During the first week of class, students will sign up for a presentation date and theorist. Each student will deliver a 20-minute presentation on a major personality theorist, providing a deep dive into the theorist's framework, major contributions, and implications for the study of personality. This assignment is designed to allow you to explore the components of personality you are most interested in and to connect these ideas to your own developing perspective as a counselor.

Presentations must include:

- A two-page fact sheet summarizing essential concepts, distributed to all classmates on the day of the presentation.
- An interactive component such as a relationship-building activity, class demonstration, or small-group exercise that illustrates the theory and engages peers in applied learning.
- A reference sheet citing all sources used. References should be drawn primarily from scholarly sources (peer-reviewed journal articles, academic books, or credible university-level resources). APA style is recommended for formatting references.

Partner Presentation Option

Students may complete this presentation individually or with a partner (2 students) if multiple students select the same theorist. Partner presentations are intended to support deeper exploration of the theorist's framework through collaborative learning and applied discussion.

For partner presentations:

- Each student must have a clearly defined role (e.g., theory overview, applications, critiques, activity facilitation).
- Partner presentations will be allotted 25–30 minutes total.
- All group members will receive a shared presentation score; however, each student must submit and present a brief individual reflection connecting the theorist's ideas to their developing perspective as a counselor.

The expectations for depth, scholarly support, and engagement remain the same for individual and partner presentations.

Scoring for individual/ partner presentations will be based on:

- Organization and clarity: 40 points
- Interactive activity: 20 points
- Fact sheet and references: 20 points

* For partner presentations, Organization and Clarity (40 points) will be evaluated based on:

- Clear overall structure and logical flow of the presentation
- Accuracy and clarity of each student's assigned content area
- Evidence of preparation and balanced participation by both partners
- Smooth transitions and coherence between presenters
- Significant imbalance in participation or lack of preparation by one partner may result in an adjusted individual score.
- Partners must submit a brief role outline in canvas prior to their presentation indicating each student's responsibilities. Both students are expected to demonstrate mastery of their assigned content during the presentation.

Integrative Paper (80 points; 20%)

The Integrative Paper serves as the capstone written assignment for this course. This paper is intended to be reflective, analytical, and personally meaningful, requiring students to articulate and defend their own perspective on personality development.

Students should:

- Defend their view of personality development, drawing on insights from class discussions, course readings, lectures, and theorist presentations (including those of classmates).

- Integrate prior academic preparation with new learning from this course to demonstrate growth in understanding.
- Apply concepts to their anticipated counseling practice, addressing how their emerging theory of personality will inform their professional work.
- Incorporate scholarly sources (e.g., textbook, peer-reviewed articles, or other academic references) in APA format.

Papers should be approximately 5 pages (double-spaced, excluding references) and demonstrate both depth of thought and clarity of expression.

AI Use Policy: Use of artificial intelligence tools (e.g., ChatGPT, etc.) must be clearly limited to a supportive role (e.g., proofreading, brainstorming). Papers in which AI-generated content exceeds 30% (as determined by AI-detection tools or instructor judgment) will not be accepted. The strongest papers reflect the student's own voice, integrating classroom experiences with academic knowledge and professional application.

Evaluation Criteria (80 points):

- Depth of reflection and originality: 30 points
- Integration of course material and scholarly sources: 20 points
- Application to counseling practice: 15 points
- Organization, clarity, and APA style: 15 points

Major Assignment Requirement:

The Integrative Paper is required to pass the course. Failure to submit will result in a final grade of F, regardless of performance in other assignments.

Class Participation, Discussions, and Activities (160 points; 40%)

Active participation is central to this course and represents the largest portion of the final grade. In a discussion- and activity-based learning environment, your presence and engagement are essential, not only for your own learning, but also for the development of the class as a collaborative community. This policy complements the Attendance Policy; being physically present is necessary, but full participation requires thoughtful engagement and contribution.

Students are expected to:

- Arrive prepared.
- Contribute thoughtful, original insights during discussions, drawing connections to course materials and building on the ideas of others.
- Engage in a professional and respectful manner, fostering an inclusive learning environment.

- Participate fully in class activities and group work, demonstrating focus, effort, and application of theoretical concepts.

Evaluation: Participation will be assessed weekly and evaluated on preparation, quality of contributions, collaboration/professionalism, and engagement in activities. Attending class without active engagement does not meet the expectations for participation.

Accommodations and Support:

Students bring unique strengths, experiences, and ways of engaging to our learning community. If you anticipate that certain aspects of participation may present challenges, please meet with the instructor early in the semester so we can discuss strategies for success. Formal accommodations and additional resources are available through Kokua Ike: Center for Student Learning. Students with documented accommodations are encouraged to connect with the office to ensure they can fully participate in and contribute to the course.

Letter Grade Scale (out of 400)

A	90–100%	360–400
B	80–89%	320–359
C	70–79%	280–319
D	60–69%	240–279
F	Below 60%	239

Course Policies

Attendance and Participation Policy

In this discussion and activity-based class, your presence and engagement are essential, not only for your own learning but also for the learning community we create together.

- **Attendance Requirement:** Students are expected to attend all class sessions. Missing more than one class will result in a final grade no higher than a “C” and will require retaking the course.
- **Participation:** Meaningful contributions to discussions, group work, and class activities are a vital part of attendance. Being physically present without active engagement does not meet the expectations of this policy.
- **Disability Accommodations:** Students registered with the Chaminade University of Honolulu ADA Coordinator who receive approved accommodations may be granted

exceptions when such accommodations do not materially alter course learning outcomes.

- **Financial Aid Compliance:** Federal regulations require consistent attendance for continued eligibility for financial aid.
- **Extended Absence:** Students who must be absent for illness or personal reasons should notify the instructor promptly to review available options.
- **Non-Withdrawal:** Students who discontinue attendance without formally withdrawing may receive a failing grade or be withdrawn at the instructor's discretion.

Late Work

No late assignments are excepted without instructor approval.

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](#): by March 23

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 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 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 practitioners, 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-Patrinos%40chaminade.edu/FMfcgxwJXpPjlgLnFJfczJZBWldtFGKr?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

Phone: 808-735-4845.

Readings & Due Dates

Overview of Learning Activities

Weekly learning experiences in this course are designed to connect theory with self-reflection and applied practice. Activities may include the use of personality instruments, online and paper-based surveys, guided reflections, peer discussions, and group analyses.

Each week's activities are focused on the personality theory and the insights emerging from class discussions, allowing students to explore personality concepts through both scholarly understanding and personal experience.

Week 1:	What is Personality?	Syllabus Review Chapter 1 Review Participate in Discussion 1	Jan. 13
Week 2:	Personality Research Methods	Chapter 2 Review Chapter 2 Quiz Class Activity/ Discussion 2	Jan. 20
Week 3:	The Psychoanalytic Perspective I	Chapter 3-4 Chapter 3-4 Quiz Class Activity/ Discussion 3	Jan. 27
Week 4:	The Psychoanalytic Perspective II	Chapter 5-6 Chapter 5-6 Quiz Class Activity/ Discussion 4	Feb. 3
Week 5:	The Trait Perspective	Chapter 7-8 Chapter 7-8 Quiz Class Activity/ Discussion 5	Feb. 10
Week 6:	The Biological Perspective	Chapter 9-10 Chapter 9-10 Quiz Class Activity/ Discussion 6	Feb. 17
Week 7:	The Humanistic Perspective	Chapter 11-12 Chapter 11-12 Quiz Class Activity/ Discussion 7	Feb. 24

Week 8:	The Behavioral/ Social Learning Approach	Chapter 13-14 Chapter 13-14 Quiz Class Activity/ Discussion 8	March 3
Week 9:	The Cognitive Approach	Chapter 15-16 Chapter 15-16 Quiz Class Activity/ Discussion 9	March 10
Week 10:	Presentations Integrative Paper Due	Discussion 10 Class Activity/ Discussion	March 17