



School of Applied Psychology

Personality 521-01-3

October 5- December 14, 2026

Clarence T.C. Ching Hall, 253; Tuesday 5:30-9:20 pm | Credits: 3 | Section: 1 | Term: Fall Accelerated 2026

Instructor Information

Instructor	Jaime Fong
Email	jaime.fong@chaminade.edu
Phone	(808) 739-4802
Office Location	Newell Hall, 2nd Floor
Office Hours	Tuesday, 4:30-5:15 (by appointment)
Virtual Office	meet.google.com/jyy-zfdt-kmj
Virtual Office Hours	By Appointment

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 hours.

School & Department

School	Chaminade University of Honolulu, School of Applied Psychology
Location	Office Location: Behavioral Science https://chaminade.edu/education-behavioral-sciences
Phone	(808) 735-4711
Questions?	Contact your instructor or the School of Applied Psychology

Course Description & Materials

Catalog Description

PSY-521 Personality (3)

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 Snapshot

Modality	Face-to-Face
Meeting Location	Clarence T.C. Ching Hall, 253

Meeting Days/Times	Tuesday 5:30-9:20
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. Over the 10 weeks of this course, students will spend 37.5 hours in class (3.75 hours per week, including one asynchronous session) in interactive discussion, reflective journaling, case studies, small-group collaboration, and personality assessment activities. Students will spend approximately 7 hours watching recorded lectures before class (1 hour per week in Weeks 2–4 and 6–9), 18 hours researching and preparing the Personality Theorist Presentation, 20 hours researching and writing the Personality Integrative Paper, 10.5 hours preparing for and completing seven Knowledge Checks (1.5 hours each), and 6 hours studying for the Midterm Exam. There will be an additional 36 hours of work required beyond what is listed here (course readings, reviewing course materials, and preparing for class activities), averaging 3.6 hours each week.
Required Materials	Burger, J. M. (2019). <i>Personality</i> (10th Ed). Belmont, CA: Wadsworth (Cengage). ISBN: 9781337-55901-0. There is an eBook available on the publisher's website
Canvas	Course materials, announcements, and grades are posted to Canvas (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 the student will be able to:

1. Apply ethical standards, engage in advocacy, and practice within the legal and professional frameworks of the counseling profession across service delivery modalities.
2. Integrate foundational counseling knowledge with evidence-based clinical skills to conceptualize client concerns, develop treatment or intervention plans, and facilitate therapeutic change with diverse populations.
3. Apply culturally sustaining counseling practices that address systemic barriers, honor diverse identities, and advance justice and peace within the communities they serve.
4. Apply the specialized knowledge, skills, and professional dispositions required for their concentration, including preparation for their respective credentialing.

Course Learning Outcomes (CLOs)

Upon completion of PSY 521, the student will be able to:

1. Students will discuss personality theories in the context of counseling. Will be assessed primarily through Professional presentations. (PLO 2)
2. Identify the biological, psychological, and environmental factors (including historical, cultural, and societal aspects) affecting the development of personality. *Assessment: Multiple-choice quizzes.* (PLOs 2, 3)
3. Demonstrate the assessment and interpretation of personality using a variety of instruments. *Assessment: Personality test administration.* (PLO 2)

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

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 that for the field of psychology to remain vibrant in changing times, adaptations need to be made.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) below:

1. **Educate for Formation in Faith (Mana):** E ola au i ke akua ('Ōlelo 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 ('Ōlelo No'eau 1957) — Acquire skill and make it deep.
3. **Educate in Family Spirit ('Ohana):** 'Ike aku, 'ike mai, kōkua aku kōkua mai ('Ōlelo No'eau 1200) — Recognize others, be recognized, help others, be helped.
4. **Educate for Service, Justice and Peace (Aloha):** Ka lama kū o ka no'eau ('Ōlelo 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 ('Ōlelo No'eau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3
Marianist Values	Formation in Faith; Integral, Quality Education; Family Spirit	Integral, Quality Education; Service, Justice & Peace; Adaptation & Change	Integral, Quality Education; Family Spirit; Adaptation & Change
PLOs	PLO 2	PLO 2, 3	PLO 2

	CLO 1	CLO 2	CLO 3
Native Hawaiian Values	Mana; Na‘auao; ‘Ohana	Na‘auao; Aloha; ‘Āina	Na‘auao; ‘Ohana; ‘Āina

Attendance & In-Class Participation

Attendance Policy

PSY 521 is an accelerated, discussion-based graduate course. Class meetings occur only once per week and emphasize discussion, experiential learning, and application of personality theory to counseling practice making attendance essential. Students are expected to attend every class, arrive on time, remain for the entire class session, and actively participate in all learning activities.

Students who must miss class should notify the instructor by email prior to class and obtain approval. Students are responsible for obtaining missed materials, completing assigned work, and remaining current with course expectations.

Quick Reference — Absence Thresholds:

Excused Absence	Absences due to illness, family emergency, religious observance, university-sponsored activities, or other significant circumstances may be considered excused with timely communication and instructor approval. Whenever possible, students should notify the instructor before class. Documentation may be requested when appropriate.
Unexcused Absence	Any absence without prior communication and instructor approval.
Warning Threshold	PSY 521 is a 10-week accelerated graduate course, students who miss more than one class may be contacted to discuss their progress and continued success in the course. Students are expected to communicate promptly regarding any attendance concerns.
Grade Penalty	Missing more than one class may result in a final course grade no higher than a "C." Attendance and professional engagement are essential components of this discussion-based graduate course.
Course Failure	The MSCP program requires a grade of "B" or higher for successful completion of core courses. Therefore, a final course grade of "C" or below may require the student to repeat the course in accordance with MSCP program policies
Late Arrival / Early Departure	Students are expected to arrive on time and remain for the entire class session. Arriving more than 15 minutes late or leaving more than 15 minutes early will be recorded as tardy. Two tardies will be considered the equivalent of one absence.

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Students are expected to:

- Come prepared — complete readings and activities before each session.
- Participate actively in discussions and group work, demonstrating critical thinking.
- Engage respectfully and honor diverse perspectives.
- Use personal devices for course purposes only unless otherwise directed.
- Submit work by established deadlines to support course pacing.

PSY 521 is designed as an interactive graduate course where learning occurs through discussion, collaboration, reflection, and the application of personality theory to counseling practice. Active participation is essential to your own learning and to the professional learning community we build together.

Professional Engagement is assessed throughout the semester based on consistent preparation, meaningful contributions to class discussions and activities, collaboration with peers, professionalism, and application of course concepts. Simply attending class does not constitute active participation. Students are expected to contribute to a collaborative learning environment that supports both their own growth and the learning of others.

Course Activities

In-Class Activities Professional Engagement (40 points 40%)	• Interactive class discussions and professional dialogue • Case studies and counseling applications • Small-group collaboration and peer learning • Personality assessments and guided self-reflection • Active participation and professional engagement - Weekly reflective journals, personality assessments, and guided self-reflection.
Personality Theorist Presentation (Individual or Team) (20 points 20%)	• Presentations are completed in pairs. Individual presentations may be approved by the instructor as scheduling allows. • Research an assigned personality theorist using scholarly literature and course resources. • Explore the theorist's historical context, influential life experiences, and major ideas that shaped their theory of personality. • Organize the presentation around the guiding question: "Why did this theorist see personality the way they did?" • Design a creative learning experience (e.g., interview, role-play, podcast, debate, museum exhibit, documentary, or other instructor-approved format) that actively engages classmates. • Contribute to classmates' understanding of how personality theories evolved and continue to inform contemporary counseling practice. • Pair presentations run 30–35 minutes and individual presentations 20 minutes, including class engagement.
Knowledge Checks (7) (10 points 10%)	• Seven Knowledge Checks, one after each class in Weeks 2–4 and 6–9. • Completed through Canvas. Each opens after class and is due Sunday at 11:59 PM. • Assess understanding of the lecture, assigned readings, and class discussion. • Designed to reinforce learning and support consistent preparation.
Midterm Exam (10 points 10%)	• Completed at home through Canvas on Tuesday, November 3 (Week 5). The exam opens at 6:00 PM and closes at 7:30 PM. • Covers Weeks 1–4 (Chapters 1–8): foundations of personality, assessment and research, psychoanalytic theories, and trait theories.

	• Includes multiple-choice and may include short-answer items that apply theory to counseling scenarios.
Assignment: Personality Integrative Paper (20 points 20%)	• Write a 5-page paper (excluding the title page and references) that integrates your learning from the course and reflects on what influences people's thoughts, feelings, and behaviors. • Develop and explain your own emerging perspective on personality by synthesizing concepts from the major personality theories studied throughout the semester. • Discuss how your understanding of personality will influence your professional counseling practice within your chosen counseling emphasis. • Support your discussion using course concepts, scholarly literature, and APA (7th ed.) formatting, including appropriate in-text citations and a reference page. • Assignment guidelines, grading rubric, and due dates will be provided in Canvas.

Course Policies

Late Work	Assignments are expected to be submitted by the published due dates. Professional communication is an important expectation of graduate students and future counselors. Students who anticipate difficulty meeting a deadline should contact the instructor before the due date whenever possible. Extensions are intended for rare and unforeseen circumstances and are considered on a case-by-case basis. Students who communicate proactively and provide appropriate documentation, when applicable, are more likely to receive approval for an extension. Assignments submitted without prior communication or an approved extension may receive a 10% deduction for each day late, up to a maximum deduction of 50%. Assignments submitted more than five days late may not be accepted unless prior arrangements have been made or documented extenuating circumstances exist.
Make-Up Work	Students are responsible for completing all coursework missed due to an excused absence. Because PSY 521 is an interactive, discussion-based graduate seminar, some in-class learning experiences cannot be fully replicated outside of class. Make-up work is intended to address rare and unforeseen circumstances, not routine scheduling conflicts or poor time management. Students are expected to communicate with the instructor as soon as possible, preferably before the missed class or assignment deadline. Opportunities to make up Knowledge Checks, in-class activities, or other graded coursework are granted at the instructor's discretion and may not be identical to the original activity. Professional communication and, when appropriate, supporting documentation help facilitate timely consideration of make-up requests.
Extra Credit	N/A
Incomplete Grade	An Incomplete ("I") grade may be assigned only in accordance with Chaminade University policy. Students must have successfully completed a substantial portion of the course and be unable to

	complete the remaining course requirements due to documented extenuating circumstances. Students requesting an Incomplete should contact the instructor before the end of the term to discuss eligibility and complete the required university process.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
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, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be

dealt with according to the University's Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student's refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). *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](#).

Student with Disabilities Statement- Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/

Resource	Description	Contact / Website
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

Class Date	Theme / Essential Question	Topics / Readings	Assignments / Due Dates
Week 1 10/6	Course Introduction What is personality?	Chapter 1: Introduction. Definition of personality, goals of personality psychology, theories, science, and relevance to counseling	Course Orientation; Sullivan Library Introduction; Theorist Sign-ups
Week 2 10/13	How is personality studied?	Chapter 2: Personality Assessment, Measurement & Research	Sullivan Library Activity; APA Refresher; Knowledge Check #1 (due Sun 10/18)
Week 3 10/20	How do psychoanalytic theories explain personality?	Chapters 3–6: Freud and the Neo-Freudians	Theorist Presentations Begin; Knowledge Check #2 (due Sun 10/25)
Week 4 10/27	How do trait theories explain personality?	Chapters 7–8: Trait Theory,	Theorist Presentations; Knowledge Check #3 (due Sun 11/1)
Week 5 11/3	Midterm Exam (asynchronous, no class meeting)	Review of Chapters 1–8	** Midterm Exam, completed at home through Canvas, Tuesday 11/3, 6:00–7:30 PM

Week 6 11/10	What is the role of biology in personality?	Chapters 9–10: Biological Perspectives, Temperament, Genetics, Neuroscience	Theorist Presentations; Knowledge Check #4 (due Sun 11/15)
Week 7 11/17	How do humanistic theories explain personality?	Chapters 11–12: Humanistic Psychology	Theorist Presentations; Knowledge Check #5 (due Sun 11/22)
Week 8 11/24	How do behavioral and social learning theories shape personality	Chapters 13–14: Behaviorism, Social Learning Theory	Theorist Presentations; Knowledge Check #6 (due Sun 11/29)
Week 9 12/1	How do cognitive theories explain personality?	Chapters 15–16: Cognitive Theory, Self-Regulation	Theorist Presentations; Knowledge Check #7 (due Sun 12/6)
Week 10 12/8	How do personality theories complement or challenge one another, and how will they influence our work as counselors?	Integrative Paper Share-Out	Personality Integrative Paper due; Share Out