



College of Education and Human Development
School of Applied Psychology

PSY521 Personality

Online Asynchronous | Credits: 3 | Section: 521-90-3 | Term: 10/5/2026 - 12/14/2026

Fall Accelerated 2026

Instructor Information

Instructor



Dr. Dale Fryxell is Dean of the College of Education and Human Development and Professor of Psychology at Chaminade University of Honolulu. He oversees programs in education, psychology, counseling, and behavioral sciences. For more than 30 years, he has taught a wide variety of undergraduate, and graduate courses including courses on personality, cross cultural counseling, serial killers, sports psychology, and program evaluation. Dr. Fryxell holds graduate degrees in teaching (MAT) and psychology (MA and PhD). His research and professional work focus on youth mentoring, suicide and substance-abuse prevention, family strengthening, childhood anger and violence, and supporting individuals with challenging behaviors.

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Brogan Hall, Room 111A

Virtual Office

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Virtual Office Hours

by appointment or 3:00 – 4:30 PM, Tuesdays

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

School	School of Applied Psychology
Location	Behavioral Sciences, Room 105
Phone	(808) 735-4751
Questions?	Contact your instructor or the School of Applied Psychology

Course Description & Materials

Catalog Description

This course provides the study of personality and its theoretical development, including assessment, major theories, history, and continuity and change. The focus is on understanding personality and its relationship to counseling theory and techniques.

Course Snapshot

Modality	Online Asynchronous
Time Commitment	<i>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.</i>
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	Basic computer and computer skills are needed for this course.
Canvas	This course is delivered through Canvas (chaminade.instructure.com). This course will be using the Canvas learning management system. Canvas is a web-based Learning Management System (LMS) used by educational institutions to facilitate course delivery, management, and communication. It allows instructors to create, organize, and manage course materials, assignments, grades, quizzes, and discussions. Canvas offers a user-friendly interface that supports multimedia content, integrated tools (like video conferencing and analytics), and a mobile app for easy access. It also features collaborative learning options, such as group assignments and peer reviews. Canvas enhances both teaching and learning experiences through its flexibility, integration capabilities, and accessibility.

Learning Outcomes

Program Learning Outcomes (PLOs)

PLO 1: Professional Counselor Identity and Ethical Practice

Graduates will apply ethical standards, engage in advocacy, and practice within the legal and professional frameworks of the counseling profession across service delivery modalities.

PLO 2: Counseling Knowledge and Clinical Skills

Graduates will 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.

PLO 3: Service to the Whole Person and Community Well-Being

Graduates will apply culturally sustaining counseling practices that address systemic barriers, honor diverse identities, and advance justice and peace within the communities they serve.

PLO 4: Specialized Practice Area Competence

Graduates will 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 PSY521, the student will:

1. discuss personality theories in the context of counseling (PLO #2). Will be assessed primarily through PowerPoint presentations.
2. identify the biological, psychological, and environmental factors (including historical, cultural, and societal aspects) effecting the development of personality (PLO #2). Will be assessed primarily by multiple choice quizzes.
3. 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 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	5		
PLOs	2	2	2
Native Hawaiian Values	5		
Gen Ed Outcomes(if applicable)	NA	NA	NA

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions — post original responses and engage thoughtfully with peers.
- Demonstrate preparation, reflection, and critical thinking in all interactive components.
- Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
 - Email inquiries: response by [X] (see Communication policy above)
 - Weekly graded work (discussions, assignments): within [X] school days of the due date
 - Major assessments/projects: within [X] school days of the due date
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Policies

Late Work	<i>No late work will be accepted</i>
Extra Credit	<i>There are no extra credit opportunities for this course</i>
Incomplete Grade	<i>Incomplete grades are not available for this course.</i>
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

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. Quizzes (16 @ 10 = 160 points)
2. Final Project (100 points)
3. Weekly Activities (8 @ 25 = 200 points)
4. Final Integrative Paper (40 points)
5. Weekly Discussions (10 @ 10 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.

Important: Quizzes can only be opened once and must be completed without external assistance, including the use of AI.

B. Final Project

Project (100 points) Each student will be required to select one of the major personality theorists and provide a concise narrated 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.

Note: All work must be your own; the use of AI to generate content will negatively impact your grade.

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. Activities must showcase your personal insights and understanding of course materials. Using AI to generate responses is strictly prohibited and will negatively impact your grade.

D. Final Integrative Paper

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.]

Focus: Incorporate specific examples of how your theory will shape your counseling approach. Avoid using AI to write this paper; it should reflect your personal voice and insights. The use of AI will negatively impact your grade.

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 at least 250 words in total.

Note: Your posts must be original and based on your own thoughts. Do not use AI assistance which will negatively impact your grade.

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.

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' 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>.

Learn more at <https://chaminade.edu/career-services>.

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 Accessibility Services Sign up
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.	https://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/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
Campus Safety/ SafeSwords	A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events	SafeSwords Webpage

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!

#1 – October 5 – What is Personality

Read Chapter 1

Take Chapter 1 quiz

Complete Activity #1 by October 11

Participate in Discussion 1

#2 – October 12 - Personality Research Methods

Read Chapter 2

Take Chapter 2 quiz

Complete Activity #2 by October 18

Participate in Discussion 2

#3 – October 19 – The Psychoanalytic Perspective I

Read Chapters 3 & 4

Take Chapters 3 & 4 quizzes

Participate in Discussion 3

#4 – October 26 – The Psychoanalytic Perspective II

Read Chapters 5 & 6

Take Chapters 5 & 6 quizzes

Complete Activity #3 by November 1

Participate in Discussion 4

#5 – November 2 – The Trait Perspective

Read Chapters 7 & 8

Take Chapters 7 & 8 quizzes

Complete Activity #4 by November 8

Participate in Discussion 5

#6 – November 9 – The Biological Perspective

Read Chapters 9 & 10

Take Chapters 9 & 10 quizzes

Complete Activity #5 by November 15

Participate in Discussion 6

#7 – November 16 – The Humanistic Perspective

Read Chapters 11 & 12

Take Chapter 11 & 12 quizzes

Complete Activity #6 by November 22

Participate in Discussion 7

#8 – November 23 – The Behavioral Perspective

Read Chapters 13 & 14

Take Chapter 13 & 14 quizzes

Complete Activity #7 by November 29

Participate in Discussion 8

#9 – November 30 – The Cognitive Perspective

Read Chapters 15 & 16

Take Chapter 15 & 16 quizzes

Complete Activity #8 by December 6

Participate in Discussion 9

#10 – December 7 – Complete and submit Theorist PowerPoint/Fact sheet by Wed., Dec. 9.

Integrative Paper due Wednesday, Dec. 9

Participate in Discussion 10