TYNDALE UNIVERSITY

TYNDALE SEMINARY
COURSE SYLLABUS

"The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel."

Semester, Year	WINTER, 2027
Course Title	**PERSONALITY THEORIES**
Course Code	**COUN 0674 1S**
Date **Time** **Delivery Format**	From January 11, 2027 to April 9, 2027 **Every Monday** From 11:15 AM to 2:05 PM SYNCHRONOUS ONLINE
Class information	The classes will be livestreamed on Mondays from 11:15am to 2:05pm.
Instructor **Contact Information**	**NOHA-CHRISTINE GUORGUI, PHD, RP** Email: nguorgui@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 2183
Office Hours	By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One. Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

Overview of major personality theories with regard to their development, philosophical assumptions, theoretical concepts and their clinical implications in work with individuals, couples and families. Students are encouraged to develop a reflective and critically interactive perspective to facilitate their therapeutic work. Prerequisite: COUN majors only or by permission of program coordinator.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Identify, describe, and apply the major theories of personality, including Psychoanalytic, Psychosocial, Trait, Humanistic, Cognitive, Behavioral, and Social Learning approaches

2. Examine the philosophical assumptions, historical and cultural factors that underlie the development of each personality theory
3. Analyze, compare, and utilize the major personality theories to assess case studies of personality disorders
4. Develop a deeper self-understanding of their own personality and personality development
5. Integrate personality theories with a Christian framework of personhood
6. Apply personality theories to the field of counselling and psychotherapy

III. COURSE REQUIREMENTS

A. REQUIRED READING

Carver, C.S. & Scheier, M. F. (2017). *Perspectives on personality (8th ed.).* Boston, MA: Pearson; ISBN: 9780134415376 [*NOTE: Pearson eText for *Perspectives on personality* – Instant Access, 8th Edition also available; ISBN: 9780137524938]

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Ashcraft, D. (2015). *Personality theories workbook, 6th ed.* Belmont, CA: Wadsworth/Thompson. (5th Edition AVAILABLE ON RESERVE AT THE LIBRARY)

Tyndale recommends **STEPBible** – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other online resources for Biblical Studies.

C. ASSIGNMENTS AND GRADING

1. Case Study – 20% of Final Grade: Due February 8

Students will complete a case study assignment based on a case from the Personality Theories Workbook. They will apply the personality theories discussed in the course textbook and lectures to analyze the individual in the case study. The assignment should be approximately 5–6 pages in length (excluding the cover and reference pages), typed, double-spaced, and in 12-point font.

2. Personality Disorder Research Paper and Collaborative Presentation – 45% of Final Grade

Individual Research Paper – 30%: **Due March 1**

Students will select a personality disorder as described in the DSM-5-TR and independently write a research paper integrating lecture and textbook materials with current research. The paper will examine the disorder's symptoms, etiology, development, and treatment, with

attention to implications for counselling practice. The paper should be 10–12 pages in length (excluding the cover and reference pages), typed, double-spaced, in 12-point font, and follow APA style.

Collaborative Presentation and Infographic – 15%: **Due April 5**
Students who select the same personality disorder will work together to develop a three-page infographic summarizing the disorder's clinical presentation, etiology and development, and evidence-based treatment approaches and counselling implications.

Each group will present to the class in a 20-minute conference-style format during the final week of the semester. Groups will also develop a three-page infographic summarizing key information about the disorder and share it with the class.

All group members are expected to contribute equally to the project and collaborate to divide tasks for the presentation and infographic. After the presentations are completed and the infographic is submitted, each student will complete a Moodle form to assess their own contribution and that of their group members. The Presentation and infographic will be graded as group work. Individual grades may be adjusted based on the peer-assessment and self-assessment forms.

3. Personality and the Counsellor Paper – 35%: Due March 22
Students will examine their own personality and personality development using the various theories discussed in class. The paper should be 8–10 pages in length (excluding the cover and reference pages), typed, double-spaced, in 12-point font, and follow APA style.

*This assignment can be counted toward your SEUS hours.

The paper should address the following:
a) Personality Traits: Identify and describe your significant personality traits using the trait-dispositional perspective, including temperament, the 16PF, and the Five Factor Model.
b) Personality Development: Apply theories of personality discussed in class to your own personality development. Use at least two theories covered in class and include specific examples from your own life. Reflect on how your Christian faith and identity relate to your personality and spiritual formation.
c) Personality and Counselling: Discuss how your personality may influence your work as a counsellor, including your strengths, limitations, biases, and potential challenges in the counselling relationship, such as countertransference.

D. SUMMARY OF ASSIGNMENTS AND GRADING
Evaluation is based upon the completion of the following assignments:

Assignment	Due	%

1. Case Study	Feb 8	20%
2. Personality Disorder Research Paper (30%) and Collaborative Presentation (15%)	Mar 1 / Apr 5	45%
3. Personality and the Counsellor Paper	Mar 22	35%
Total Grade		100%

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date	Chapter(s)	Personality Theory	Assignments
January 11	1-3	**Intro to Personality Theories** Psychological Foundations of Personality Theological Framework of Personality	
January 18	4	**Trait Perspective** Types & Trait Theories Interactionism and Personality	
January 25	6	**Genetic Perspectives** Temperament Cortical Arousal Theory	
February 1	7	**Biological Perspectives** Gray's Reinforcement Theory Environmental Influences on Biology	
February 8	5	**Motive/Needs Perspective** Horney's Theory Murray's Theory	Due: Case Study
February 15	*Reading Days – No class*		
February 22	8	**Psychodynamic Perspective** Freud's Psychoanalytic Theory Defense Mechanisms	
March 1	9	**Psychosocial Perspectives** Attachment Theory Erikson's Lifespan Theory	Due: Personality Disorders Paper
March 8	10	**Learning Perspective** Behavioural Theories	
March 15	12-13	**Cognitive Perspectives** Contemporary Cognitive Perspectives	
March 22	11	**Phenomenological Perspective** Carl Roger's Self Theory	Due: Personality and the Counsellor Paper
March 29	14	**Narrative & Spiritual Identity** Life Stories and Personality	

April 5		**Group Presentations**	Due: Group Presentations and Infographic

V. SELECTED BIBLIOGRAPHY

Cervone, D., & Pervin, L. A. (2022). *Personality: Theory and Research* (15th ed.). Wiley.

Cloninger, S.C. (2019). *Theories of personality: Understanding persons* (7 th ed.). Sage.

Feldmeier, Peter. (2007). *The developing Christian*. Paulist Press.

Feist, G. Roberts, T. & Feist, J. (2021). *Theories of Personality* (10th ed.). McGraw Hill.

Fowler, J.W. (1995). *Stages of faith*. San Francisco: Harper & Row.

Friedman, H.S., & Schustack, M.W. (2016). *Personality: Classic theories and modern research 6 th ed.)*. Pearson

Gayle, G. (2001). *The growth of the person*. Belleville, ON: Essence.

Hergenhahn, B.R., Olson, M.H., & Cramer, K. (2010). *An introduction to theories of personality* (8th ed.). Toronto, ON: Prentice Hall.

McAdams, D. P. & Dunlop, W. L. (2022). *The Person: A new introduction to Personality Psychology* (6th ed.). Wiley.

Mischel, W., Shoda, Y., & Ayduk, O. (2008*). Introduction to personality: Toward an integrative science of the person* (8th ed.). John Wiley & Sons, Inc.

Montgomery, D. (2013). *God and your personality.* Boston: St. Paul Brooks & Media.

Schultz, D., & Schultz, S. E. (2024). *Theories of personality*, 12th ed. Cengage

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must contact the Accessibility Services at the Centre for Academic Excellence to register and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to "Guidelines for Interactions" on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the Academic Integrity website for further details.

Academic Integrity and Artificial Intelligence (AI)

Tyndale Seminary's Academic Calendar provides a definition and broad descriptions of types of Academic Dishonesty using AI.

Academic dishonesty includes the submission of work for which previous credit was given, the submission of work under one's own name that is largely the result of another person's efforts, aiding another's dishonesty, cheating on exams and giving false information for the purpose of gaining admission, credits, etc. … Academic dishonesty also includes submitting academic work which has been written, rewritten, or substantially edited by an artificial intelligence program. (Seminary Academic Calendar, 2026/7, p. 173.)

AI programs are not adequate information sources for academic writing. Students should not use AI in academic writing without explicit permission from their course instructor. Given the tendency of AI programs to give inaccurate information and even falsify citations, students are cautioned against using AI prompts to begin researching or summarizing a topic. Instructors

may deduct points from [or give a failing grade to] assignments for the improper use of AI sources. (Seminary Academic Calendar, 2026/7, p. 174.)

Students *may* use AI as an enhanced search engine, provided they are extremely careful about checking its sources. That means personally verifying texts and claims *every time* by clicking through to the source link or independently searching. This also means public information sources like Wikipedia are not satisfactory sources. We recommend using sites like Google Scholar or the variety of journal and research databases available with a Tyndale student ID.

Students *may* use AI to transcribe interviews, videos, or dictations of their own ideas when preparing for assignments. But they must read through the transcripts themselves and *manually* verify accuracy, make selections to quote, or edit for concision and clarity. This use of AI is reserved only for ideas that students have created themselves. Students may not submit course lectures, videos, or other course material to AI or any other software to transcribe, synthesize, annotate, or otherwise summarize course content.

Students *may not* use AI in any aspect of the planning and writing process for class assignments, including but not limited to early planning, ideas, outlining, argumentation, grammar, syntax, or phrasing. Struggling with all this is fundamental part of human learning. This struggle is precisely what develops writing ability and is essential to developing critical thinking and communication skills. If further clarification is required, students should ask their professors, not an AI assistant.

Students *may not* use Grammarly or similar AI copyediting programs, including Copilot in Microsoft Word. Tyndale students are expected to write with sophistication in English. Use of a LLM to edit/re-write/re-phrase/alter student work will be viewed as a breach of the Tyndale AI policy. Students should also be aware that many of these programs can/will change student ideas without permission or notification and should be careful to turn off any generative AI features in any software they use for course assignments.

Special Note:
Students should carefully discern and justify any use of AI tools. Convenience, efficiency, academic pressure, lack of time or even health issues are not sufficient reasons to rely on AI. If personal or external difficulties affect your work, you should first speak with your instructor before using AI assistance. Your personal formation, theological reflection, and authentic engagement with the course remain the priority in completing assignments.

Some course professors may allow AI use for specific projects within specific limits. All Seminary syllabi (or course pages on Moodle) will contain guidelines for permitted uses of AI. When using AI for any professor-approved application in assignments, students should save all rough work and earlier versions of their assignments before editing. Students may be required to produce these versions on request. The name of the AI software used must be noted (Claude, ChatGPT,

etc.) including the specific version number and model of that software, and the specific text of all prompts employed to get the results must be reported in the submitted assignment.

For proper citation style, consult Citation Guides for different styles. Students are encouraged to consult Writing Services.

Students should also consult the current Academic Calendar for academic polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- Student Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity (Guide, Video, Spectrum)

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the Tyndale Research Ethics Board (REB). Check with the Seminary Dean's Office (aau@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form. The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or

prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are
insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

F. LIBRARY RESOURCES

Tyndale Library supports courses with e-journals, e-books, and the mail delivery of books and circulating materials. See the Library FAQ page.

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary Grading System & Scale.