

*“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.”*

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|--------------------------|---|
| <b>Course</b>            | <b>PERSONALITY THEORIES</b><br>COUN0674   |
| <b>Date and Time</b>     | SEPTEMBER 14 – DECEMBER 7, 2020<br>MONDAYS 11:15 – 2:05 PM  |
| <b>Instructor</b>        | <b>DR. HELEN NOH, PH.D</b><br>Email: <a href="mailto:hnoh@tyndale.ca">hnoh@tyndale.ca</a>   |
| <b>Class Information</b> | <p>The classes will be livestreamed on Mondays from 11:15-2:05. Pre-recorded summaries of the lecture will be posted at the end of each lecture on Moodle (please note that the integration components of each lecture will not be included on the pre-recorded versions of the lectures)</p> <p>Students may participate in live-streamed office hours as posted below/on the course page.</p> <p>Office Hours: Mondays 2:15-3:15 PM or at a separate time by appointment.</p> |
| <b>Course Material</b>   | <p>Access course material at <a href="http://classes.tyndale.ca">classes.tyndale.ca</a></p> <p>Course emails will be sent to your @MyTyndale.ca e-mail account only.</p> <p><a href="#">Learn how to access and forward emails to your personal account.</a></p>  |

## 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

*Prerequisites COUN majors only or by permission of instructor.*

## II. LEARNING OUTCOMES

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

- Identify, describe, and apply the major theories of personality, including Psychoanalytic, Psychosocial, Trait, Humanistic, Cognitive, Behavioral, and Social Learning approaches
- Examine the philosophical assumptions, historical and cultural factors that underlie the development of each personality theory
- Analyze, compare, and utilize the major personality theories to assess case studies of personality disorders
- Develop a deeper self-understanding of their own personality and personality development
- Integrate personality theories with the Christian faith
- Apply personality theories to the pastoral and counseling ministries

## III. COURSE REQUIREMENTS

### A. REQUIRED READING

Carver, C.S. & Scheier, M. F. (2017). *Perspectives on personality (8<sup>th</sup> ed.)*. Boston, MA: Pearson.

### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

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

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – 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. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance 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

## D. ASSIGNMENTS AND GRADING

### 1. Livestream Class Participation: 20% of final grade (8 forums at 2-3% each)

#### Individual Posts & Responses:

There will be 8 forums in total and each forum will have one to two questions. Students will post their responses by 11:55 PM each day (Monday), and comment on the posts of other students in their group by the next day (Tuesday) at 11:55pm. Your post for each question should be about 20-25 lines (200-250 words per question; can exceed by 10%, but marks deducted thereafter). Each post should be concise, addressing the issues in the questions with reference to class readings/lectures, and demonstrate critical thinking (e.g. further questions or issues raised, application to your context). Your comments to fellow students would be briefer, with an affirmation (perhaps from your experience or readings) and one thoughtful question for further reflection. You are not required to respond to a “late post” of any member.

#### Penalty for late work:

“Late posts” will be noted by the instructor, and the penalty is one mark deduction for every hour late. The total number of “late hours” will be recorded at the end of the course and your grade for the “forum assignment” would be reduced accordingly. Penalty for late posts would be a reduction of 1/3 of a grade per every 3 hours late (e.g. from A to A minus or B to B minus).

If there is “no post” after 11:55 pm for that day, the student will receive a “zero” for that forum. If there are specific reasons for late posts (as stated in “Late Papers and Extension Policy,” Seminary Academic Calender), the student is to email the instructor directly.

#### FORUM DISCUSSION GRADING RUBRIC

|                      | A   | B  | C   | D   |
|----------------------|---|--|---|---|
| Completeness of post | Addresses all parts of question; meets and did not exceed limit; comprehensive response | Addresses all parts of question; respectable length & did not exceed limit; somewhat comprehensive | Addresses some parts of question; shorter length; incomplete post             | Rarely addresses question; far too short or far too long; incomplete post |
| Clarity of post      | Clear and concise posts; grammatically correct with rare misspellings                   | Clear, but can be more concise; a few grammatical or spelling errors                               | Somewhat clear, but with significant number of errors in spelling and grammar | Unclear, poor spelling and grammar in most posts                          |

|  |   |  |  |   |
|--|---|--|--|---|
| Critical engagement with class material (lectures, readings) | Thoughtful; opinions and ideas are substantiated with class material and additional resources; active reflection & questioning; obvious integration with one's ministry context | Thoughtful; opinions and ideas are occasionally substantiated with class material; some reflection & questioning; some integration with one's ministry context | Less thoughtful; opinions and ideas are sometimes substantiated with class material; insufficient reflection & questioning; less integration with one's ministry context | Opinions and ideas are not substantiated with class material; no reflection & questioning; no integration with one's ministry context |
| Promptness & quality of responses                            | Posting on time; responds to all group members' postings in timely manner; thoughtful responses   | Posting on time; responds to most postings in timely manner; somewhat thoughtful responses   | Posting mostly on time; responds to postings 2-3 days after initial discussion; less thoughtful responses  | Late posting; rarely responds to group members' postings; responses not thoughtful  |

## 2. Midterm Examination – 25% of final grade

Students will be given a midterm examination covering material from lectures and textbook. The test will be in various formats, including short answer and essay type questions, to assess the student's ability to define, describe, compare, contrast, and apply the different personality theories and concepts. The exam will be 25% of final grade

## 3. Personality Disorder Research Paper & Presentation – 35% of final grade

Students will select a Personality Disorder as found in the DSM-V and write a 10-12 page paper that integrates lecture and textbook materials with current research on the symptoms, etiology, development, and treatment for counseling. Paper is worth 30% of final grade.

A three page summary of your research will be presented to the class in a conference style setting (during one of the three final weeks of the semester). More details of the paper and the presentation will be given in class. Presentation is worth 5% of final grade

## 4. Personality and the Counselor – 20% of final grade

This assignment is a 6-8 page paper (typed, double-spaced, 12 point font, APA style). Each student will write a paper about his/her own personality and personality development, using the various theories discussed in class. **This assignment can be counted toward your SEUS hours.** In this paper, the following areas are to be addressed:

- a. Beginning with the Trait-Dispositional perspective of personality (Temperament, 16PF, Five Factor), identify and describe your **significant** personality traits, including any **Personality Signatures** (5 points out of 20 points)

- b. Drawing upon the various theories of personality (as covered in the text and lectures; **please ensure that at least 2 are from the theories covered AFTER midterm exam**), you will provide a critical analysis of how you understand these to integrate and apply to your own personality development (specific concepts, constructs, and principles from these theories must be critically applied to your own personality). Include tangible examples of how your personality is evidenced in your patterns of thinking, feeling, behaving, relating. Include a reflection on how your Christian faith and identity also integrates with your personality and spiritual formation (10 points out of 20)
- c. Discuss how your personality will influence and shape your role as a counselor. Include any strengths, limitations, biases, challenges, potential issues of countertransference that may be experienced in the counseling relationship (5 points out of 20)

## E. 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.

## F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

|  |              |
|--|--------------|
| Forums                                       | 20 %         |
| Midterm Examination                          | 25 %         |
| Personality Disorders Paper and Presentation | 35 %         |
| Personality and the Counsellor Paper         | 20 %         |
| <b>Total Grade</b>                           | <b>100 %</b> |

## G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Your work should demonstrate the following characteristics:
  - Reports of psychological research should follow the rules set forth in the *Publication Manual of the American Psychological Association, 7<sup>th</sup> ed.* (2019).
  - All parts of the report are typed double-spaced, and without justifying the right hand margin. Use a 12 point font (“Times New Roman” or “Courier” is preferred).
  - [www.apastyle.org](http://www.apastyle.org) is a helpful web site for all questions regarding APA style.

For non-psychology/counselling students, Chicago style may be used.

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

### **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. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

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

### **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 ([aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

## **H. 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.

#### IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

| LECTURE | DATE    | CHP.                                   | PERSONALITY THEORY   | ASSIGNMENTS   |
|---------|---------|--|--|---|
| 1       | Sept 14 | 1-3                                    | <b>INTRO TO PERSONALITY THEORIES</b><br>Psychological foundations of personality<br>Theological framework of personality | Forum 1 Due<br>(11:55 pm)   |
| 2       | Sept 21 | 4                                      | <b>TRAIT PERSPECTIVE</b><br>Types & Trait Theories<br>Interactionism and Personality                                     | Form 2 Due<br>(11:55 pm)  |
| 3       | Sept 28 | 6                                      | <b>GENETIC PERSPECTIVES</b><br>Temperament<br>Cortical Arousal Theory  | Forum 3 Due<br>(11:55 pm)   |
| 4       | Oct 5   | 7                                      | <b>BIOLOGICAL PERSPECTIVES</b><br>Gray's Reinforcement Theory<br>Environmental Influences on Biology                     | Forum 4 Due<br>(11:55 pm)   |
| 5       | Oct 12  | <b>THANKSGIVING HOLIDAY – NO CLASS</b> |  |   |
| 6       | Oct 19  | 5                                      | <b>MOTIVE/NEEDS PERSPECTIVE</b><br>Horney Theory<br>Murray's Theory  | Forum 5 Due<br>(11:55 pm)   |
| 7       | Oct 26  | 8                                      | <b>PSYCHODYNAMIC PERSPECTIVE</b><br>Freud's Psychoanalytic Theory<br>Defense Mechanisms                                  | Forum 6 Due<br>(11:55 pm)   |
| 8       | Nov 2   | <b>MIDTERM EXAM IN CLASS</b>           |  | <b>MIDTERM EXAM</b><br><b>Chps 1, 4-8;</b><br><b>Lecture Material</b> |

|    |        |       |  |   |
|----|--------|-------|--|---|
| 9  | Nov 9  | 9     | <b>PSYCHOSOCIAL PERSPECTIVES</b><br>Attachment Theory<br>Erikson's Lifespan Theory | Forum 7 Due<br>(11:55 pm)   |
| 10 | Nov 16 | 10    | <b>LEARNING PERSPECTIVE</b><br>Behavioral Theories                                 | Forum 8 Due<br>(11:55 pm)   |
| 11 | Nov 23 | 12-13 | <b>COGNITIVE PERSPECTIVES</b><br>Contemporary Cognitive Perspectives               | <b>PERSONALITY<br/>DISORDERS<br/>PAPERS DUE</b><br><b>Presentations</b> |
| 12 | Nov 30 | 11    | <b>PHENOMENOLOGICAL PERSPECTIVE</b><br>Carl Roger's Self Theory                    | <b>Presentations</b>  |
| 13 | Dec 7  | 14    | <b>NARRATIVE &amp; SPIRITUAL IDENTITY</b><br>Life Stories and Personality          | <b>FINAL PAPER DUE</b><br><b>Presentations</b>                          |

## V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Berger, J. M. (1997). *Personality*. Pacific Grove, CA: Brooks/Cole.

Cloninger, S.C. (2008). *Theories of personality: Understanding persons (5<sup>th</sup> ed.)*. Upper Saddle River, NJ: Prentice Hall.

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

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

Fragar, R., & Fadiman, J. (2005). *Personality and personal growth (6<sup>th</sup> ed.)*. Upper Saddle River, NJ: Pearson/Prentice Hall.

Friedman, H.S., & Schustack, M.W. (2006). *Personality: Classic theories and modern research (3<sup>rd</sup> ed.)*. Boston, MA: Allyn & Bacon.

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

Hergenhahn, B.R., Olson, M.H., & Cramer, K. (2003). *An introduction to theories of personality*. Toronto, ON: Prentice Hall.

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

Montgomery, D. (1995). *God and your personality*. Boston: St. Paul Brooks & Media.

Morf, C.C., & Ayduk, O. (Eds.) (2005). *Current directions in personality psychology*. Upper Saddle River, NJ: Pearson/Prentice Hall.

Schultz, D., & Schultz, S. E. (2009). *Theories of Personality, 9<sup>th</sup> ed.* Belmont, CA: Wadsworth/Thomps