

*“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.”*

<b>Semester, Year</b>	FALL, 2026
<b>Course Title</b>	<b>PERSONALITY THEORIES</b>
<b>Course Code</b>	<b>COUN 0674 1B</b>
<b>Date</b>	From September 16, 2026 to December 9, 2026 <b>EVERY WEDNESDAY</b>
<b>Time</b>	From 11:15AM to 2:05PM
<b>Delivery Format</b>	BLENDED
<b>Class information</b>	<p>The classes will be:</p> <ul style="list-style-type: none"> <li>• IN-PERSON ONLY on Sept 16, 23, 30; Oct 7, 14; Nov 11, 18</li> <li>• SYNCHRONOUS ONLINE ONLY on Oct 21; Nov 4, 25; Dec 2, 9</li> </ul> <p><b>NOTES:</b> <i>Both the in-person and synchronous online lectures require mandatory attendance. Please note that there will be NO synchronous online option for the in-person lecture days. See the course schedule below for the in-person and the synchronous online lecture days.</i></p>
<b>Instructor Contact Information</b>	<p><b>HELEN NOH, PhD</b>          Email: hnoh@tyndale.ca          Tyndale Phone Number: (416) 226-6620 Ext. 2118</p>
<b>Office Hours</b>	By appointment only.
<b>Course Materials</b>	<p>Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="https://tyndale.ca">Tyndale One</a>.          Course emails will be sent to your @MyTyndale.ca e-mail account only.</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.

*Prerequisite: COUN majors only or by permission of instructor.*

## II. LEARNING OUTCOMES

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

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

## III. COURSE REQUIREMENTS

### A. REQUIRED READING

Carver, C.S. & Scheier, M. F. (2021). *Perspectives on personality (8<sup>th</sup> ed.)*. Boston, MA: Pearson; *Please note: Pearson publishers gives instant access to the main textbook (Carver & Scheier, 8th ed, 2021) for a 6-month rental period at the cost of \$67.99 through the following link: <https://www.pearson.com/en-ca/subject-catalog/p/perspectives-on-personality/P200000002766/9780137524938>. ISBN-13: 9780137524938*

### 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 TYNDALE 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 – 15% of final grade. Due: Oct 9.

This assignment comes from the Personality Theories Workbook (recommended text, also found on reserve at the library). Students will be assigned a case study in which they will be required to apply the material from the textbook and lectures to demonstrate the ability to apply the theories of personality to a particular individual. The case study assignment must be typed, double-spaced, using 12-point font, and approximately 5-6 pages in length (excluding

cover and reference pages). More details on the assignment will be handed out in class.

**2. Midterm Examination – 30% of final grade. Due: Nov 4.**

Students will be given a midterm examination covering material from lectures and the 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 30% of final grade

**3. Personality Disorder Research Paper & Presentation – 40% of final grade. Due: Nov 25.**

Students will select a Personality Disorder as found in the DSM5-TR 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 35% 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. **The presentation is worth 5% of final grade. DUE: TBD**

**4. Personality and the Counselor – 15% of final grade. Due: Dec 9.**

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**.
- 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.
- 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.

**D. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
Case Study	Oct 9	15%
Midterm Examination	Nov 4	30%
Personality Disorders Paper and Presentation	Nov 25	40%
Personality and the Counsellor Paper	Dec 9	15%
<b>Total Grade</b>		<b>100 %</b>

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

DATE	FORMAT	CHP.	PERSONALITY THEORY	ASSIGNMENTS
Sept 16	IN-PERSON	1-3	<b>INTRO TO PERSONALITY THEORIES</b> Psychological Foundations of personality Theological framework of personality	
Sept 23	IN-PERSON	4	<b>TRAIT PERSPECTIVE</b> Types & Trait Theories Interactionism and Personality	
Sept 30	IN-PERSON	6	<b>GENETIC PERSPECTIVES</b> Temperament Cortical Arousal Theory	
Oct 7	IN-PERSON	7	<b>BIOLOGICAL PERSPECTIVES</b> Gray's Reinforcement Theory Environmental Influences on Biology	<b>CASE STUDY DUE: FRI OCT 9</b>
Oct 14	IN-PERSON	5	<b>MOTIVE/NEEDS PERSPECTIVE</b> Horney Theory Murray's Theory	
Oct 21	ONLINE	8	<b>PSYCHODYNAMIC PERSPECTIVE</b> Freud's Psychoanalytic Theory Defense Mechanisms	
<b>Oct 28</b>	<b>READING DAYS: NO CLASS</b>			
Nov 4	ONLINE		<b>MIDTERM EXAM</b>	<b>MIDTERM EXAM</b> Chps 1, 4-8 and Lecture Material

Nov 11	IN- PERSON	9	<b>PSYCHOSOCIAL PERSPECTIVES</b> Attachment Theory Erikson's Lifespan Theory	
Nov 18	IN- PERSON	10	<b>LEARNING PERSPECTIVE</b> Behavioral Theories	
Nov 25	ONLINE	12-13	<b>COGNITIVE PERSPECTIVES</b> Contemporary Cognitive Perspectives	<b>PERSONALITY DISORDERS PAPERS DUE PD Presentations</b>
Dec 2	ONLINE	11	<b>PHENOMENOLOGICAL PERSPECTIVE</b> Carl Roger's Self Theory	<b>PD Presentations</b>
Dec 9	ONLINE	14	<b>NARRATIVE &amp; SPIRITUAL IDENTITY</b> Life Stories and Personality	<b>FINAL PAPER DUE PD Presentations</b>

## V. SELECTED BIBLIOGRAPHY

- Cervone, D., & Pervin, L. A. (2022). *Personality: Theory and Research* (15<sup>th</sup> ed.). Wiley.
- Cloninger, S.C. (2019). *Theories of personality: Understanding persons* (7<sup>th</sup> ed.). Sage.
- Feldmeier, Peter. (2007). *The developing Christian*. Paulist Press.
- Feist, G. Roberts, T. & Feist, J. (2021). *Theories of Personality* (10<sup>th</sup> 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<sup>th</sup> 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* (8<sup>th</sup> ed.). Toronto, ON: Prentice Hall.
- McAdams, D. P. & Dunlop, W. L. (2022). *The Person: A new introduction to Personality Psychology* (6<sup>th</sup> ed.). Wiley.
- 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. (2013). *God and your personality*. Boston: St. Paul Brooks & Media.

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

Sperry, L. (2025). *Handbook of diagnosis and treatment of DSM-5-TR Personality Disorders*.  
Routledge.

## **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](https://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](https://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.

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 policies and expectations on Attendance and Classroom Expectations, 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](http://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](http://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 ([seminaryoffice@tyndale.ca](mailto:seminaryoffice@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](#).