



TYNDALE

• SEMINARY •

Course Syllabus WINTER 2013

PERSONALITY THEORIES COUN 0674

WEDNESDAYS 1:00 – 3:50

INSTRUCTOR: HELEN NOH

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To access your course material, please go to <http://mytyndale.ca>

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. Offered annually.

II. LEARNING OUTCOMES

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

- Identify, describe, and apply the major theories of personality, including Psychoanalytic, Neopsychoanalytic, Lifespan , 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 TEXTS

Carver, C.S. & Sheier, M. F. (2012). *Perspectives on personality* (7th ed.). Boston, MA: Pearson.

B. SUPPLEMENTARY / RECOMMENDED READING:

Ashcraft, D. (2009). *Personality theories workbook*, 4th ed. Belmont, CA: Wadsworth/Thompson. (AVAILABLE ON RESERVE AT THE LIBRARY)

C. ASSIGNMENTS AND GRADING

1. Personality Theories Workbook and Case Studies (2 @ 10% each) - 20% of final grade

This assignment comes from the Personality Theories Workbook (recommended text, also found on reserve at the library). For several of the major theories of personality, students will be assigned case studies in which they will be required to apply the material. For each assigned case study, students will answer the “application questions” ONLY. Each case study assignment needs to be typed, double-spaced, using 12 point font, and approximately 4-5 pages in length.

2. Midterm Examination – 30% of final grade

Students will be given a midterm examination covering material from lectures and textbook. The test will be in various formats, including multiple choice, true/false, 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 – 35% of final grade

Students will select a Personality Disorder as found in the DSM-IV-TR and write a 7- 10 page paper that integrates lecture and textbook materials with current research on the symptoms, etiology, development, and treatment for counseling. Students must include a critical reflection on how a Christian worldview informs and shapes their understanding of personality disorders and therapeutic process. 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. Integrative Personality Development Paper – 15% of final grade

This assignment is a 5-7 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. In this paper, the following areas are to be addressed:

- a. Beginning with the Trait-Dispositional perspective of personality (chp. 4 in textbook), and the 16PF assessment, identify and describe **significant** aspects of your personality.

- b. Drawing upon at least 3 major current theories of personality (as covered in the text and lectures), 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 identified, defined, and critically applied to your own personality)
- c. Awareness of how your personality shapes and influences your current behavior, thoughts, and emotional patterns and relationships with others.
- d. A reflection on how you understand your Christian faith and identity to be relevant and significant to your personality development.

D. 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, 5th ed.* (2001).
- 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 is a helpful web site for all questions regarding APA style.

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 College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students should 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. The Academic Calendar is posted at <http://tyndale.ca/registrar>.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments

Personality Theories Workbook & Case Studies	20 %
Midterm Examination	30 %
Personality Disorder Research Paper	35 %
Integrative Personality Development Paper	15%
TOTAL GRADE	100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

LECTURE	DATE	CHP.	PERSONALITY THEORY	ASSIGNMENTS
1	Jan. 16	1-3	INTRO TO PERSONALITY Orientation to personality Data, Method, and Tools	
2	Jan. 23	4	TRAIT PERSPECTIVE Types & Traits Traits, Situations, and Interactionism	
3	Jan. 30	5	MOTIVE/NEEDS PERSPECTIVE Needs & Motives Personology and Narratives	CASE STUDY #1 DUE
4	Feb. 6	6-7	GENETIC & BIOLOGICAL PROCESSES Temperament BAS System	
5	Feb. 13	8	PSYCHOANALYTIC PERSPECTIVES Motivation Psychosocial Stages (Erikson)	CASE STUDY #2 DUE
6	Feb. 20	9	PSYCHOSOCIAL PERSPECTIVES Attachment Theory	
7	Feb. 27		MIDTERM EXAM IN CLASS	MIDTERM EXAM (CHPS 1 – 9)
8	Mar. 6	10	LEARNING PERSPECTIVE Behavioral Conceptions Analyzing and Modifying Behaviors	
MARCH 12 – 16 READING WEEK				
9	Mar. 20		GUEST LECTURE: PERSONALITY & SPIRITUAL FORMATION	PERSONALITY DISORDERS PAPER DUE

10	Mar. 27	11	SELF ACTUALIZATION PERSPECTIVE Maslow's Hierarchy of Motives Self-Actualization	Paper Presentations
11	Apr. 3	12 -13	COGNITIVE PERSPECTIVES Personal Construct Theory (Kelly) Contemporary Cognitive Perspectives	Paper Presentations
12	Apr. 10	14	INTEGRATION & APPLICATION OF PERSONALITY THEORIES The Personality System Personality and Counselling	Paper Presentations
FINAL INTEGRATIVE PERSONALITY DEVELOPMENT PAPER DUE WEDNESDAY APRIL 10, 2013 (FINAL DAY OF CLASS)				

V. SELECTED BIBLIOGRAPHY

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

Cloninger, S.C. (2008). *Theories of personality: Understanding persons (5th 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.

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

Friedman, H.S., & Schustack, M.W. (2006). *Personality: Classic theories and modern research (3rd 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 (8th 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, 9th ed.* Belmont, CA: Wadsworth/Thompson.