



# TYNDALE

• SEMINARY •

## Course Syllabus

**FALL 2019**  
**PERSONALITY THEORIES**  
**COUN 0674**

**MONDAYS, 11:15AM – 2:05PM**

**INSTRUCTOR: HELEN NOH, PH.D**  
Email: [hnoh@tyndale.ca](mailto:hnoh@tyndale.ca)

Office Hours: By Appointment

Access course material at <http://classes.tyndale.ca/>  
Course emails will be sent to your @MyTyndale.ca e-mail account only.  
[Learn how to access and forward emails to your personal account.](#)

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.

## 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:

- 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 READING:**

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

#### **B. SUPPLEMENTARY / RECOMMENDED READING:**

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)

#### **C. ASSIGNMENTS AND GRADING**

##### **1. Personality Theories Workbook and Case Study - 15% of final grade**

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**

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 & 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. 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 a minimum of 3 major current theories of personality (as covered in the text and lectures; **please ensure that at least 2 are from the theories covered AFTER midterm exam**), 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)

#### D. 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.

#### E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Personality Theories Workbook & Case Studies	15 %
Midterm Examination	30 %
Personality Disorder Research Paper & Presentation	35 %
Personality & the Counsellor	20 %
<b>TOTAL GRADE</b>	<b>100 %</b>

## F. 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*, 6<sup>th</sup> ed. (2009).
- 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 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 [10.46 to 10.51](#) and [14.253 to 14.254](#).

### 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 are encouraged to consult [writing resources](#).

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 approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; [aau@tyndale.ca](mailto:aau@tyndale.ca)) before proceeding.

## G. 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

WEEK	DATE	CHP.	PERSONALITY THEORY	ASSIGNMENTS
1	Sept 9	1-3	<b>INTRO TO PERSONALITY</b> Orientation to Personality Data, Method, and Tools	
2	Sept 16	4	<b>TRAIT PERSPECTIVE</b> Types & Traits Traits, Situations, and Interactionism	
3	Sept 23	6	<b>GENETIC PERSPECTIVES</b> Temperament Cortical Arousal Theory	
4	Sept 30	7	<b>BIOLOGICAL PERSPECTIVES</b> Gray's Reinforcement Theory	
5	Oct 7	5	<b>MOTIVE/NEEDS PERSPECTIVE</b> Horney & Murray's Theories	<b>CASE STUDY DUE</b>
6	Oct 14	<b>THANKSGIVING HOLIDAY – NO CLASSES</b>		
7	Oct 21	8	<b>PSYCHODYNAMIC PERSPECTIVE</b> Freud's Theory	
8	Oct 28	<b>MIDTERM EXAM IN CLASS</b>		<b>MIDTERM EXAM</b> Chps 1-8 & Lecture Material
9	Nov 4	9	<b>PSYCHOSOCIAL PERSPECTIVES</b> Attachment & Erikson's Theories	
10	Nov 11	10	<b>LEARNING PERSPECTIVE</b> Behavioral Conceptions	
11	Nov 18	12-13	<b>COGNITIVE PERSPECTIVES</b> Personal Construct Theory (Kelly) Contemporary Cognitive Perspectives	<b>PERSONALITY DISORDERS PAPERS DUE</b>

				<b>Presentations</b>
12	Nov 25	11	<b>PHENOMENOLOGICAL PERSPECTIVE</b> Maslow's Hierarchy of Motives Self-Actualization	<b>Presentations</b>
13	Dec 2	14	<b>NARRATIVE &amp; SPIRITUAL IDENTITY</b> Life Stories and Personality	<b>FINAL PAPER DUE</b>  <b>Presentations</b>

## V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals and e-books](#). 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.

Frager, 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/Thompson.