

5740 Theories of Personality

CATALOG DESCRIPTION: A survey of major contemporary theories of personality across all developmental stages and how these may be viewed from a systems paradigm. Particular attention is given to the integration of theory and treatment considerations. Personality development from a Christian perspective is also explored.

Instructor:

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1000 Cherry Road
Memphis, TN 38117

Semester: Fall 2008 (8/21 –1211)

Format: Lecture/Experiential (On-campus)

Day(s) Class Meets: Thursdays

Time Class Meets: 1:00 P.M. – 3:45P.M.

Office Location: Ijams Administration Building, Room 205

Office Hours: Mondays 1-5; Tuesdays 8-11 (please schedule appointments)

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SKYPE ID: jfk1465

This course syllabus is an important document for knowing course requirements and policies. It is your responsibility to read and be aware of the policies contained in the syllabus. If you do not understand any part of this document, it is your responsibility to ask for clarification. The syllabus is subject to change.

STUDENTS WITH DISABILITIES: It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Dr. Steve McLeod, the Registrar, at (901) 761-1353.

I. COURSE DESCRIPTION

This course provides a foundational introduction to the major theories of human personality development. Students will explore the various approaches to studying personality, such as psychoanalytic, neo-psychoanalytic, life-span, trait, humanistic, cognitive, behavioral, and social-learning approaches. We will study the major theorists along with their corresponding therapeutic treatment modalities. Students will become familiar with research literature in the field of personality development. The course will also allow students to explore how spirituality, particularly from a Christian worldview, impacts the study of human personality. Instructional methods include lectures, video, guest lecturers, class discussion of readings, library research (printed and electronic), group projects and presentations, and experiential learning. Students will choose a particular theory/theorist to study in-depth, culminating in the preparation of a research paper and in-class presentation.

II. COURSE OBJECTIVES

Students will:

1. explore the history of the study of personality theory.
2. become familiar with the major theories of personality development.
3. develop skill in comparing and contrasting the various theories of personality and related treatment implications.
4. begin to construct a personal theoretical framework from which to assess personality development.
5. explore the interaction of personality theory and Christian worldview.
6. practice leadership through an in-depth study of a specific theorist/theory culminating with the student leading the class discussion and presentation on the student's chosen topic.
7. build proficiency in academic writing, specifically through the preparation of a research paper.

III. CONTENT AREAS & CRITICAL COMPETENCIES

(CACREP 2001 Standards can be found at <http://www.cacrep.org/2001Standards.html>)

As a result of taking this course, students should be able to:

1. Demonstrate an understanding of theories of the nature and needs of individuals at all developmental levels as demonstrated by: (Fulfills CACREP common core curricular experiences 2001 Standards Section II K.3 applicable sections as noted)
 - a. identifying and discussing theories of individual and family development and transitions across the life-span;
 - a. identifying and discussing theories of learning and personality development;
 - b. discussing how human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors affect both normal and abnormal behavior and personality development from a systemic perspective;
 - c. identifying strategies for facilitating optimum development over the life-span; and
 - d. identifying and discussing ethical and legal considerations.
2. Demonstrate an understanding of counseling and consultation processes, including all of the following by: (Fulfills CACREP common core curricular experiences 2001 Standards Section II K.5 applicable sections as noted)
 - c. identifying and discussing counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences will include an examination of the historical development of personality theories and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of understanding personality development; and,
 - d. utilizing a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.

IV. USE OF TECHNOLOGY

This course is supported via a "Blackboard" web site. You will need to interact often with the course site for the dialogues and to check for announcements, course material and updates. We will be utilizing SKYPE (free download from www.skype.com) to enhance the Blackboard offerings.

The e-learning format of this course is a novelty. Use of technology in the counseling profession is a way to be on the cutting edge of the profession. Assignments in this course offer opportunities for students to demonstrate proficiency in the use of technology in the following ways:

- Use of library and electronic databases to do research
- Use of online technology for postings, discussions, submissions, etc.
- Exploration of the Internet to identify resources (e.g. dialogue groups, professional organizations, professional writings).
- Use of technology platforms for live-chats such as Blackboard (text chat) and SKYPE (live text, audio, and visual chat)

Equipment Requirements:

- Internet access using a graphical web browser such as FireFox 2.0 or higher, Netscape Navigator 4.0 or higher, or Microsoft Internet Explorer 4.01 or higher.
- SKYPE available free at www.skype.com

This course is designed to be completed in a blended face-to-face/online format. The minimum competencies include the use of standard course processes (homework and evaluation) and include the following technological competencies: email, Internet resources, dialogue via the Discussion Board feature within the Blackboard platform. You may be asked to participate in asynchronous and synchronous discussion and feedback forums, submit written assignments via attached document files, and utilize electronic databases as well as hard-copy resources for research papers.

Blackboard is provided as the course management system. If you have technological difficulties accessing Blackboard, contact Blackboard support helpdesk (8 am – 10 pm): 501-279-5201, or via email: webct@harding.edu (you should receive a response within 24 hours).

Harding University gives each student an email address that also utilizes your user name. For example, your instructor's email address is jkenned1@harding.edu. Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, **it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.**

IV. METHOD OF EVALUATING STUDENT PERFORMANCE

A. Course Requirements

1. Attendance, preparation, and participation

Students are expected to attend all scheduled classes for which they are enrolled. Your professor should be notified in advance regarding any absence or missed deadline for an assignment. The expectation is that you will regularly meet the deadlines listed in the syllabus as adult learners and responsible counseling professionals. A reduction in points per assignment may be made even with permission for late submission. (*5 points/day for the first three days and one letter grade per day thereafter*).

Self and peer ratings may be used to help determine the participation portion of your grade. You will be asked to evaluate your preparation for each class period at the beginning of class. *Make copies of the form on page 9 of this syllabus for your evaluation. A total of 50 points can be earned in this area.*

Weekly evaluation of attendance and participation will be based on the following criteria:

Attendance and Participation Grading Rubric	Points
• Absent	0
• Present, but not involved in discussions.	1
• Demonstrates adequate participation: knows basic reading facts, but does not show evidence of higher order skills (Bloom's taxonomy)	2
• Demonstrates good preparation: knows readings well, has thought through implications of readings. • Offers interpretations and analysis of materials (not just recalling of facts). • Interacts with other students; able to hear other views, and respond professionally. <i>15 class periods x 3 points per class = 45 points. The additional 5 points will be given based on peer assessment during final exam.</i>	3

2. Research Paper

Students will prepare a research paper in strict accordance with the APA Manual of Style, 5th edition, including cover page, abstract, body, and references. The body of the paper is to be 10 to 12 pages in length (**no longer**). Papers should present your research according to Bloom's Taxonomy (article and grading rubric will be provided) and should not contain long direct quotations of source material. Students striving for an "A paper" will show evidence of research **including at least 20 quality sources from peer-reviewed** journals and publications published since **2000**. The paper should demonstrate an integration of some aspect of personality theory and biblical principles. Suggested topics include:

- A Biblical View of Personality
- The Family System and Personality

- Personality and Spiritual Resilience
- Child Development and Personality
- Behavioral Views of Personality Development
- Ecological Influences on Personality Development
- Interaction of Culture and Personality Development

3. Workbook Discussions

Students will complete specific questions as listed in the course schedule from the Ashcraft casebook. Students will interact in monitored peer discussion via Blackboard. Questions will be posted in Blackboard by Sunday, 8:00 pm each week. Initial student responses are due by midnight Tuesday each week. Students are then to post one response to a peer by midnight Thursday each week. Students will rotate in leading the weekly discussions.

All Students will be required to **post twice** during each discussion week:

1. The first post is an answer to the initial discussion question that has been posted.
2. The second is a response post to a peer's initial post. There is a **limit of three (3) students** allowed to reply to any one post. Please choose another if three (3) have already replied.

Weekly Online Discussion Board Posts Grading Rubric	Points
Word count (each post should be 200-250 words).	.5
Integration of texts, other readings, pertinent research, and Scriptural principles, currency and potency of research and references.	1
Independent/critical thinking (reflects doctoral level work/Bloom's Taxonomy), succinct presentation of ideas, substance and depth of responses.	1
Correct APA format of citations, as well as correct spelling, grammar, and punctuation.	.5
Total for each one week post	3
*Remember late or missing posts will result in a grade of zero for the week. Three (3) or more late or missing posts during the semester will result in a zero on this portion of your grade. That would be zero out of 100 points.	

4. Midterm Exam

The midterm exam will consist of questions in multiple choice, matching, T/F, and short answer, fill-in-the-blank, and essay format. The exam will cover the text readings and class lectures. *The midterm exam is worth 100 points and will be given October 9, 2008.*

5. Final exam

The final exam will consist of questions in multiple choice, matching, T/F, and short answer, fill-in-the-blank, and essay format. The exam will cover material read or discussed since the midterm and will include some comprehensive questions to assess students' grasp of the course content and implications. *The final exam is worth 100 points and will be given December 11, 2008.*

B. Grading

1. Scale

<u>Grade</u>	<u>Percentage Needed</u>
A	at least 90 – 100
B	at least 80 – 89
C	at least 70 – 79
D	at least 60 – 69
F	less than 60

2. Overview Criteria for Grading

1. Attendance/Participation	10%
2. Research Paper (Due before 11:59 pm CST, Sun Nov 23 rd)	25%
3. Workbook Discussions (Due weekly)	15%
4. Midterm Exam (Oct 9 th)	25%
5. Final exam-(Dec 11 th)	25%
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Total for course	100%

VI. CONFIDENTIALITY AND ETHICS INFORMATION

Active participation in group activities and discussions is a course expectation. In group counseling, it is paramount that participants are informed and provide consent, and that proper safeguards are implemented to protect the confidentiality of their identity and information. It is expected that students and instructors observe the confidential nature of sensitive or personally identifiable information shared during the course.

In addition, I am enrolled in a doctoral program in Counseling Education and Supervision at Regent University in Virginia. As part of my coursework, my teaching is being supervised by professors at Harding University Graduate School of Religion and Regent University. I am required to provide video recordings of my teaching for supervision purposes, and/or report on my teaching experience. The recordings will be held in strictest confidence, and any recordings will be used to evaluate my teaching activities, not the activities of students. Please review and sign the informed consent document for Regent University attached to this course syllabus on page 10. I will provide you with copy of the completed form prior to any video taping. The recordings will only be viewed by my supervisors and myself and will be shredded after viewing.

VII. TEXTS/MATERIALS

Required Texts/Readings:

Ashcraft, D. (2006). *Groups: Personality Theories Workbook* (4th ed.). Belmont, CA: Wadsworth.
ISBN 978-0-495-50645-4

Schultz, D., & Schultz, S. (2005). *Theories of Personality* (9th ed.). Belmont, CA: Wadsworth.
(Older editions of this book will not work.)
ISBN 0-495-50625-6

Steele, L. L. (2001). *On the way: A practical theology of Christian formation*. Eugene, OR: Wipf & Stock Publishers.
ISBN 1-57910-144-5

The Bible. Any translation

Selected research articles or materials to be downloaded and/or collected by students.

Further information on APA format can be obtained from the following websites:

<http://www.wisc.edu/writing/Handbook/DocAPAHeadings.html>

<http://www.psywww.com>

<http://www.bedfordstmartins.com/online/index.html>

VII. BIBLIOGRAPHY

In process

IX. COURSE SCHEDULE (*subject to modification*)

Date	Topics/Assignments Due (***) Reminder: Discussion questions due weekly)	Readings
Aug 21 (1)	Introduction Sigmund Freud: Psychoanalysis	Schultz: Introduction & Chapter 1 Ashcraft: Cases 1 & 2
Aug 28 (2)	Carl Jung: Analytical Psychology	Schultz: Chapter 2 Ashcraft: Cases 3 & 4
Sept 4 (3)	Alfred Adler: Individual Psychology	Schultz: Chapter 3 Ashcraft: Cases 7 & 8
Sept 11 (4)	Karen Horney: Neurotic Needs and Trends	Schultz: Chapter 4 Ashcraft: Cases 9 - 12
Sept 18 (5)	Henry Murray: Personology Theology of Christian Formation	Schultz: Chapter 5 Steele: All
Sept 25 (6)	Erik Erikson: Identity Theory	Schultz: Chapter 6 Ashcraft: Cases 5 & 6
Oct 2 (7)	Gordon Allport: Motivation and Personality	Schultz: Chapter 7 Ashcraft: Cases 29 & 30
Oct 9 (8)	Mid-term exam	None
Oct 16	No class - Study Break	None
Oct 23 (9)	Raymond Cattell, Hans Eysenck, and Other Trait Theorists	Schultz: Chapter 8 Ashcraft: Cases 31-34
Oct 30 (10)	Abraham Maslow: Needs-Hierarchy Theory <i>Marc?</i>	Schultz: Chapter 9 Ashcraft: Cases 15 & 16
Nov 6 (11)	Carl Rogers: Self-Actualization Theory	Schultz: Chapter 10 Ashcraft: Cases 17 & 18
Nov 13 (12)	George Kelly: Personal Construct Theory	Schultz: Chapter 11 Ashcraft: Cases 21 & 22
Nov 20 (13)	B.F. Skinner: Reinforcement Theory Research papers due via email by Sunday, 11/23 before 11:59 pm CST	Schultz: Chapter 12 Ashcraft: Cases 23 & 24
Nov 27	No classes – Thanksgiving Break	Family Time
Dec 4 (14)	Albert Bandura: Modeling Theory <i>Review for Final Exam</i>	Schultz: 13 & 14 Ashcraft: Cases 25 & 26
Dec 11 (15)	Final exam	

Name _____ Date _____

5740 Theories of Personality – Fall 2008

Self-evaluation of **required** text readings. Evaluate your effort in completing the required assignments of each text. Use the following number scale and **circle** the appropriate number below that most closely describes your reading . .

Schultz: *Theories of Personality*

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

Estimated **minutes spent on this reading assignment: _____ Number of **pages** read: _____

Ashcraft: Personality Theories Workbook

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

Estimated **minutes spent on this reading assignment: _____ Number of **pages** read: _____

Assigned Article(s): Author(s): _____ (on reserve in library)

- 5. I read this thoroughly with appropriate time for reflection and understanding.
- 4. I read this well but without time for reflection.
- 3. I read this in its entirety, but hurriedly to get it done.
- 2. I read/skimmed to pick up the high points of this reading assignment.
- 1. I looked over this material before class discussion.
- 0. I didn't read this . . .

Estimated **minutes spent on this reading assignment: _____ Number of **pages** read: _____



School of Psychology and Counseling

AUTHORIZATION FOR AUDIOVISUAL RECORDING

Doctoral Program in Counselor Education and Supervision

I _____, a student enrolled at Harding University Graduate School of Religion in the course 5740-Theories of Personality agree to be videotaped by my instructor (John F. Kennedy), a student enrolled in the School of Psychology and Counseling at Regent University. I understand that the purpose of the videotape is to assist professors at Regent University and Harding University Graduate School of Religion as part of the learning/feedback process and professional development of my instructor. I further understand that all materials/information will be kept in the strictest of confidence with respect to privacy. The recordings may be mailed to Dr. James Sells or Dr. Elisabeth Suárez at Regent University via Federal Express and will only be viewed by Dr. James Sells or Dr. Elisabeth Suárez, Regent University; Dr. Ed Gray, HUGSR, and John Kennedy. I also understand that the recordings will be shredded after viewing, unless special permission has been obtained from me.

I fully understand the information regarding audiovisual recording and its use, and my signature indicates my consent.

Participant's Signature

Date

John F. Kennedy

Date