

## 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. Theories of counseling are explored in conjunction with the personality theories. Personality development from a Christian perspective is also explored.

**Instructor:**

John F. Kennedy, M.A., LMFT, LPC-MHSP, NCC  
1000 Cherry Road  
Memphis, TN 38117

**Semester:** Fall 2010 (8/16/10-12/6/10)

**Format:** Blended (On-campus/online)

**Day(s) Class Meets:** Monday

**Time Class Meets:** 8:15-10:55am

**Location:** Ijams Administration Building, Room 226

**Office Hours:** Mon: 1 - 5 p.m./Thurs: 8 - 11 a.m. (by appointment)

**Office Phone:** (901) 432-7715

**Email:** [jkenned1@harding.edu](mailto:jkenned1@harding.edu)

**Website:** <http://www.jfkcpa.com>

**Skype ID:** jfk1465

**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, Associate Dean, at (901)761-1353.

**LIBRARY RESOURCES:** Information concerning library resources for students is available the HUGSR Web site ([www.hugsr.edu](http://www.hugsr.edu)). Under the "Library" tab, you will find a link and instructions for searching the HUGSR online catalog (Quest). There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, PsycINFO, and Religious and Theological Abstracts. Contact the library for passwords to these databases. The research guides distributed in 5770-Research in Counseling are available on site as well. These annotated bibliographies list basic tools you will find helpful in your research.

**ACADEMIC INTEGRITY:** Harding University's Three Principles of Integrity:

1. **Honesty:** Using only authorized collaboration, information, and study aids for assignments and testing. Being completely truthful in all academic endeavors.
2. **Authenticity:** Presenting only ideas and creative expressions that are unique, unless properly cited according to University guidelines. Submitting the work of another constitutes plagiarism.
3. **Accountability:** Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

## **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, influences the study of human personality. Instructional methods include lectures, video, guest lecturers, class discussion of readings, library research (printed and electronic), group projects, and experiential learning. Students will choose a particular theory/theorist to study in-depth, culminating in the preparation of grids on theories of personality and counseling.

## **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**

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:
  - 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:

- a. 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,
- b. utilizing a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.

### III. USE OF TECHNOLOGY

This course is supported via **SKYPE** (free download from [www.skype.com](http://www.skype.com)) and **Moodle** (available at <http://elearning.harding.edu/>) to facilitate synchronous class participation. 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 submissions
- Exploration of the Internet to identify resources (e.g. dialogue groups, professional organizations, professional writings).
- Use of technology platforms for live-chats such as Moodle (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.

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 SKYPE, and use of Moodle. 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. Moodle can be accessed at <http://elearning.harding.edu/>. If you have problems gaining access to the Moodle system, contact technical support for students by calling (501) 279-4545. You will need your HUGSR username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

Harding University gives each student an email address that also utilizes your user name. For example, your instructor's email addresses is [jkenned1@harding.edu](mailto: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.** In your professional practice as a counselor, you will need to notify your clients and employer should you need to reschedule appointments or meetings. 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 will be made even with permission for late submission; however, a lack of prior notification for missed classes or assignments will increase the point reduction significantly.

**Students are to have read the assigned readings prior to the beginning of class per the course schedule.** You will be asked to evaluate your preparation at the beginning of the course to help determine the participation portion of your grade. *Use the following link to access the reading evaluation form for this course: <https://www.surveymonkey.com/s/LZL9S77>*  
*\*\*If you are unable to access the link, make copies of the form on page 9 of this syllabus for your evaluation. This course requirement is worth 10% of your grade*

**Evaluation of your level of participation this semester will be based on the following criteria:**

Level of Participation Rubric	Level
<ul style="list-style-type: none"><li>• Demonstrates good preparation: knows readings well, has thought through implications of readings.</li><li>• Offers interpretations and analysis of materials (not just recalling of facts).</li><li>• Interacts with other students; able to hear other views, and respond professionally</li></ul>	A-level
<ul style="list-style-type: none"><li>• Demonstrates adequate participation (reading sheets included): knows basic reading facts, but does not show evidence of higher order skills (Bloom's taxonomy)</li></ul>	B-level
<ul style="list-style-type: none"><li>• Present, but not involved in discussions.</li></ul>	C-level

#### 2. Integration Paper

Students will write a paper describing their view of personality development. This paper should either focus on a particular theory that the student believes describes human personality development, or provide an integration of theories; however, the paper must integrate spiritual formation. Using scholarly resources, scripture, and personal insight, students can use this paper as a way to describe how one's personality and spirituality develop over the life-span.

The **body** of the paper should be **5 to 10 pages**. This paper must follow APA 6<sup>th</sup> edition style and format, and it should have a cover page, abstract, body, and references. Students will submit

electronic copies of resources cited as an appendix to the paper, or as a separate attachment(s). **The grading rubric for the assignment is included on page 10 of the syllabus. *The paper is worth 25% of the course grade and is due via the assignments link in Moodle no later than midnight, Sunday, November 21, 2010.***

### 3. Theory Grids

Students will prepare a series of grids that summarize theories of personality or counseling. Using the table feature in Microsoft Word, students will work in pairs or groups (depending on class size) to search for peer-reviewed primary sources as references from which to create grids for two of the following theories of personality or counseling (groups will be assigned and topics chosen the first day of class). Two sample grids will be provided as templates students can use in designing their grid. Grids will be graded on a group basis, with each group member providing input on the work done by each, including a self-evaluation. Grids can be completed on any two of the following:

#### Personality Theories

Freud: Psychoanalytic  
Adler: Individual psychology  
Erikson: Life-span approach  
Carl Rogers: Self-actualization  
Kelly: Personal construct theory  
Skinner: Reinforcement theory  
Bandura: Social learning theory

#### Theories of Counseling

Psychoanalysis  
Adlerian psychotherapy  
Existential psychotherapy  
Client-centered therapy  
Cognitive therapy  
Behavioral therapy  
Multicultural theories of counseling

***The grids are worth 15% of the course grade and are due via the assignments link in Moodle no later than midnight, Sunday, October 3, 2010.***

### 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 25% of the course grade and will be given October 11, 2010.***

### 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 25% of the course grade and will be given December 6, 2010.***

## 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. Integration Paper	(Due before 11:59 pm CST, Sun Nov 23 <sup>rd</sup> )	25%
3. Theory Grids	(Due before 11:59 pm CST, Sun Oct 3 <sup>rd</sup> )	15%
4. Midterm Exam	(Oct 11 <sup>th</sup> )	25%
5. Final exam	(Dec 6 <sup>th</sup> )	25%
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Total for course		100%

## V. NATURE OF COUNSELOR EDUCATION AND TRAINING

Becoming a professional counselor and/or marriage and family therapist requires a lot of hard work and self-examination. Although you will enjoy personal and professional growth opportunities through readings, assignments, projects, experiential activities, and practicum/internship experiences, you may also expect that some of your training may possibly invoke strong negative emotional reactions. You may experience a heightened awareness of past and/or present emotionally-charged issues. You are encouraged to make faculty and staff members aware of strong personal reactions related to course materials, assignments, and experiences. Also, as part of your ongoing development in the counseling profession, you may be asked to seek professional counseling for any issues affecting your personal and/or professional development. Should you experience extreme reactions to your training experiences, you should consult with your departmental advisor to discuss appropriate courses of action. These may include entering personal therapy, deferring taking the course, or withdrawal from the program.

## VI. CONFIDENTIALITY

Counselors recognize that trust is a cornerstone of the counseling relationship. The ACA Code of Ethics (section B) and the AAMFT Code of Ethics (Principle 2) specify that counselors must respect their client's right to privacy and avoid illegal or unwarranted disclosures of confidential information. This includes anything that might readily identify a client to others who are not authorized to have this information. Counselors must make every effort to ensure that a client's privacy and confidentiality are maintained by supervisees, students, clerical assistants, and volunteers. Therefore, privacy and confidentiality are requirements regarding the sharing of either a student's or a client's personal information and the sharing of any identifying

information should be avoided during class discussions, presentations, and in journals or other course assignments. Any breach of confidentiality will result in disciplinary action.

## VII. TEXTS/MATERIALS

### A. Required Texts/Readings:

Textbooks are available through our book services on campus. You can order them by email ([bdavid@hugsr.edu](mailto:bdavid@hugsr.edu)), phone (901-432-7735 or 800-366-7481), or fax (901-761-1358).

Corsini, R. J., & Wedding, D. (2011). *Current psychotherapies* (9<sup>th</sup> ed.). Belmont, CA: Brooks/Cole. ISBN 978-0-495-90336-9

Schultz, D., & Schultz, S. (2008). *Theories of Personality* (9<sup>th</sup> ed.). Belmont, CA: Wadsworth. ISBN 978-0-495-50625-6

*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>

### B. BIBLIOGRAPHY (in process)

Allport, G. W. (1961). *Pattern and growth in personality*. New York, NY: Holt, Rinehart, & Winston.

Bandura, A. (1963). *Social learning and personality development*. New York, NY: Holt, Rinehart, & Winston.

Beck, J. R. (1999). *Jesus and personality theory: Exploring the five-factor model*. Downers Grove, IL: InterVarsity Press.

Brainerd, C. J. (1976). *Piaget's theory of intelligence*. Englewood Cliffs, NJ: Prentice Hall.

Burger, J. M. (1997). *Personality*. Pacific Grove, CA:.

## IX. COURSE SCHEDULE *(subject to modification)*

Date	Topics/Assignments Due	Readings
Aug 16 (1)	<b>Two Opposing Views?</b> “Intra/Inter-personal relational physics” <b>Albert Ellis: Rational Emotive Behavioral Therapy (REBT)</b>	Schultz & Schultz: Intro. Corsini & Wedding: Ch. 1 & 6
Aug 23 (2)	<b>Psychoanalytic</b> <b>Sigmund Freud:</b> Psychoanalysis <i>Psychoanalysis</i>	Schultz & Schultz: Ch. 1 Corsini & Wedding: Ch. 2
Aug 30 (3)	<b>Neo-psychoanalytic</b> <b>Carl Jung:</b> Analytical Psychology <i>Analytical psychotherapy</i>	Schultz & Schultz: Ch. 2 Corsini & Wedding: Ch. 4
Sept 6 (4)	<b>Alfred Adler:</b> Individual Psychology <i>Adlerian psychotherapy</i>	Schultz & Schultz: Ch. 3 Corsini & Wedding: Ch. 3
Sept 13 (5)	<b>Karen Horney:</b> Neurotic Needs and Trends <i>Gestalt therapy</i>	Schultz & Schultz: Ch. 4 Corsini & Wedding: Ch. 10
Sept 20 (6)	<b>Henry Murray:</b> Personology <i>Family therapy</i>	Schultz & Schultz: Ch. 5 Corsini & Wedding: Ch. 12
Sept 27 (7)	<b>Life-Span</b> <b>Erik Erikson:</b> Identity Theory (Video in class) <i>Challenges and controversies</i> <i>Theory Grids due via Moodle by midnight, Sunday, 10/3</i>	Schultz & Schultz: Ch. 6 Corsini & Wedding: Ch. 16
<b>Oct 4 (8)</b>	<b>No classes- Study Week</b>	None
Oct 11 (9)	<b>Mid-term exam</b>	None
Oct 18 (10)	<b>Trait</b> <b>Gordon Allport, Raymond Cattell, Hans Eysenck, and Other Trait Theorists</b>	Schultz & Schultz: Ch. 7 and 8 Corsini & Wedding: none
Oct 25 (11)	<b>Humanist</b> <b>Abraham Maslow:</b> Needs-Hierarchy Theory <i>Existential psychotherapy</i>	Schultz & Schultz: Ch. 9 Corsini & Wedding: Ch. 9
Nov 1 (12)	<b>Carl Rogers:</b> Self-Actualization Theory <i>Client-centered therapy</i>	Schultz & Schultz: Ch. 10 Corsini & Wedding: Ch. 5
Nov 8 (13)	<b>Cognitive</b> <b>George Kelly:</b> Personal Construct Theory <i>Cognitive therapy</i>	Schultz & Schultz: Ch. 11 Corsini & Wedding: Ch. 8
Nov 15 (14)	<b>Behavioral</b> <b>B. F. Skinner:</b> Reinforcement Theory <i>Behavioral therapy</i> <i>Integration papers due via Moodle by midnight, Sunday, 11/21</i>	Schultz & Schultz: Ch. 12 Corsini & Wedding: Ch. 7
<b>Nov 22 (15)</b>	<b>No classes – Thanksgiving Break</b>	Family Time
Nov 29 (16)	<b>Social Learning</b> <b>Albert Bandura:</b> Modeling Theory <i>Multicultural theories of psychotherapy</i> <i>Review for Final Exam</i>	Schultz & Schultz: Ch. 13 & 14 Corsini & Wedding: Ch. 15
Dec 6 (17)	<b>Final exam</b>	

Name \_\_\_\_\_ Date \_\_\_\_\_

**5740 Theories of Personality – Fall 2010**

Use this form only if you cannot access the online link below:

<https://www.surveymonkey.com/s/LZL9S77>

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. **Please turn in full-size page (do not cut).**

**Schultz & 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: \_\_\_\_\_

\*\*\*\*\*

**Corsini & Wedding: *Current psychotherapies***

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: \_\_\_\_\_

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Grading Rubric	The A paper	The B paper	The C paper	The D Paper	The F paper
<b>Ideas</b>	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis; may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms.	A solid paper, responding appropriately to assignment. Clearly states a thesis/central idea, but may have minor lapses in development. Begins to acknowledge the complexity of the central idea and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successful.	Adequate but weaker and less effective, possible responding less well to assignment. Presents central idea in general terms, often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.	Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use sources where necessary.
<b>Organization/Coherence</b>	Uses a logical structure appropriate to the paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to the paper's central idea.	May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence.	May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis.	No appreciable organization; lacks transitions and coherence.
<b>Support</b>	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Often uses generalizations to support points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.	Depends on clichés or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.	Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.
<b>Style</b>	Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.	Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well-structured, and focused, though some may be awkward or ineffective.	Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.	May be too vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous.	Usually contains many awkward sentences, misuses words, employs inappropriate language.
<b>Mechanics</b>	Almost entirely free of spelling, punctuation, and grammatical errors.	May contain a few errors, which may annoy the reader but not impede understanding.	Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding.	Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.	Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence.

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>

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.dianahacker.com>