COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: __Psychology__________  Course No. PD522_______

Title of Course: __Psychology of Personality______________________ Date: __August 1, 2015___

________________________________________________________________________

Please check: X□ New
□ Revision

I. Catalog Description (Credit Hours of Course): The course investigates personality theories, depth psychology, social/psychological, and social learning concepts, as well as appropriate scales and tests (3).

II. Co- or Prerequisite(s):

III. Purposes or Objectives of the Course (optional):

1) Understand theories of personality and their historical and scientific background.

2) Apply theories to clinical situations.

3) Increase self-awareness and the capacity to translate abstract concepts to real life.

Add additional Objectives as needed

IV. Student Learning Outcomes (Minimum of 3):

1) The student will describe major personality theories and describe how each theory leads to specific approaches to clinical treatment.

2) The student will describe the administration and interpretation of a specific personality instrument and discuss how empirical data support the use of the instrument.

3) Given a specific instance of behavior, the student will describe how that behavior would be explained by several personality theories (e.g., trait psychology, psychoanalytic, behavioral).

Add additional SLOs as needed

V. Optional departmental/college requirements:

A.

B.

VI. Course Content or Outline (Indicate number of class hours per unit or section):

A. See syllabus attached.

B.

C.

Please Attach copy of class syllabus and schedule as an example

Signature: ________________________________________________ Date: _____________________

Chair

Signature: ________________________________________________ Date: _____________________

Dean
COURSE DESCRIPTION
The three main areas of interest of the field of Personology will be covered through this course. Emphasis is given to the holistic theories of personality and their clinical application. However, many of the issues studied by Trait Psychologist and constructs utilized to describe and explain human behavior by Social Psychologist and Social Learning Theorists will be addressed also including: locus of control, attribution, neuroticism, field dependence, etc. Other concepts emanating from depth and personality-developmental psychology will be discussed in detail. The course attempts to develop the capacity to apply such theories and construct to every day life and to clinical situations. During the process of learning about human personality, the student will become familiarized with a number of scales and tests that are utilized to measure various personality variables.

GENERAL OBJECTIVES
By the end of the course the student will be able to:

1. Understand the scientific developments that have served as the background for the field of Psychology in general and Personology in particular.
2. Recognize the contribution made by European and American theorists to our understanding of the different dimensions of personality
3. Comprehend the professional literature of the field including holistic personality theories, behavioral approaches and Trait Psychology.
4. Apply to clinical situations the concepts learned.
5. Apply to oneself the information learned to increase self-awareness and the capacity to translate to real life theoretical abstract concepts about human behavior.

COURSE OUTLINE

I. Aug 4. Introduction to the Course and Biological Basis of Personality
   A. History of Personality Psychology and Present Status.
   B. Defining Psychology of Personality
   C. Ways of studying personality
   D. The dimensions of personality
   E. Introduction to the Biological basis of personality
   F. Discussion of course syllabus

Required Readings for Next Session:

Mayer, John D., (2003). Structural Divisions of Personality and the Classification of Traits. Review of General Psychology, 7, 4, 1089-2680,

Mayer, John, D., (2006). A new vision of personality...and of personality theory: Reply. By:
Mayer, John D., *American Psychologist*, 61, 4,


**Optional Readings: Articles**

**August 11 Biological Basis of personality.**
A. Biological dimensions of personality  
   a. Temperament  
   b. Personality dimensions: Neuroticism, Introversion/Extraversion, others  
   c. Other biological dimensions of personality

**Readings for next meeting from Reader**

Canli, T. Functional Brain Mapping of Extraversion and Neuroticism: Learning from Individual Differences in Emotion Processing. P. 156

Borkenau, P., Riemann, R., Angleitner, A. and Spinath, F.M., Genetic and Environmental Influences on Observed Personality: Evidence from the German Observational Study of Adult Twins. P. 170

**Optional Readings: from Reader**

Steven Pinker, *My Genome, My Self*. P. 234

**August 18. Conclusion of Biological Basis of personality.**
A. Discussion of articles and readings.  
B. Integration of knowledge to clinical practice.  
C. Presentation of the Case Study project.

**Assignment: Case Study #1 Biological Basis of Personality**: Self description and analysis based upon the biological theories discussed in class and information obtained from readings. Data may be derived from developmental interview with parents or close relative. Due on September 29, 2009. Penalties apply for unjustified (non-medical) delays; 5 to 10 points. APA style is required. Rubric to be provided by Professor and TA.

**Reading for next meeting: Article**


**August 25. Introduction to Psychoanalytic Theory**
A. Scientific, philosophical and clinical background of Freudian thought.  
B. The structuring of the psychic apparatus: A metapsychological Approach.  
   a. Dynamic, Energetic and Topographical Hypothesis

**Readings for next meeting from Reader**

Sigmund Freud, Lecture XXXI: The Dissection of the Psychical Personality. P. 248

Robin S. Edelstein et al., Individual Differences in Emotional Memory: Adult Attachment and Long-Term Memory for Child Sexual Abuse. P 298

**September 1. Continuation of Psychoanalytic Theory**
A. Psychoanalytic perspective on psychological development: Genetic Hypothesis  
B. Newer Psychoanalytic construction of the human mind: Structural Hypothesis

**Readings for next meeting from Reader**


Optional Readings for next meeting from Reader

Gloria Steinem, Womb Envy, Testyrria, and Breast Castration Anxiety: What If Freud Were Female? P. 311

September 8. Conclusion of Psychoanalytic Theory
A. Overview of the theory based upon contemporary research and theory.
B. Discussion of articles and other readings
   1. Drew Westen’s approach to neurobiological bases of psychoanalytic theory
C. Role of psychoanalytic theory in contemporary scientific psychology
D. The newer psychoanalytic theories: Ego Psychology, Object Relations & Self Psychology: application.
   1. The British Psychoanalytic Schools. Klein and Bowlby

Readings for next meeting from Reader

Carl Jung, Psychological Types. P. 258
Karen Horney, The Distrust between the Sexes. P. 263

September 15. Neo-Analytic Theories
a. C.J. Jung’s Analytical Psychology
b. Karen Horney: Theory and Practice
c. Alfred Adler’s Individual Psychology

Readings for next meeting from Reader

Erik Erikson, Eight Stages of Man. P. 270

September 22. Neo Analytic Theories: Conclusion
A. E. Erikson: background and theory
B. E. Erikson: application to therapy

Readings for next meeting from Reader

Allport, G. W. What is a Trait of Personality. Page 56.

Reading for next meeting: Article


September 29. Trait Psychology
A. History of Trait Theories
B. The Five Factor Model (Costa et al.)
C. Clinical application of NEO-PI Five Factor Personality Inventory
D. Administration and Interpretation of NEO Personality Inventory

Reading for next meeting:
Introduction to NEO-PI. Test Manual. PAR, Inc.

Reading for next meeting from Reader

**Case Study #2. Trait Psychology: Including Clinical Interview, NEO-PR Profile.** Penalties apply for unjustified (non-medical) delays; 5 to 10 points. APA style is required. **Due Date November 28.**

**October 6** Holiday. No classes.

**October 13**. **New Approaches to Traits and Type Theories**
- A. The NEO-PI test in clinical practice
- B. Clinical application of NEO-PI Five Factor Personality Inventory
- C. Administration and Interpretation of NEO Personality Inventory

**October 20. Make up week and review of material for Mid Term Exam.**

**October 27. Mid Term Examination** on Psychoanalytic, Biological and Traits Theory

**Readings for next meeting from Reader**


**November 3. Learning and Conditioning (Behaviorism)**
- A. Classical (Respondent) Learning (Pavlov)
- B. American Behaviorism: Watson, Thorndike
- C. Operant Conditioning – Skinner

**Readings for next meeting from Reader**

Albert Bandura, The Self System in Reciprocal Determinism. P. 502

Walter Mischel, Personality Coherence and Dispositions in a Cognitive-Affective Personality System (CAPS) Approach. P. 517

**Optional Readings from Reader**

Roy Baumeister et al. Self Esteem, Narcissism, and Aggression. Does violence result from los Self-Esteem or from threatened egotism. P. 550

**November 10. Continuation of Learning and Conditioning**
- A. Bandura
- B. Julian Rotter

**Readings for next meeting from Reader**

Abraham H. Maslow, A Theory of Human Motivation. P. 320

Carl R. Rogers, Some Observations on the Organization of Personality. P 332

**November 17. Humanistic and Experiential Aspects of Personality**
- A. The Humanistic Revolution
- B. C. Rogers: Person-Centered Theory
- C. Existential Theory & A. Maslow

**November 24. Thanksgiving – Holiday. No class.**
December 1. Trait Psychology – NEO-PI report due

A. Discussion of articles and readings.
B. Integration of knowledge to clinical practice.
C. Review for final examination

December 8. Final Examination.

STUDENT’S EVALUATION CRITERIA AND GRADING SYSTEM

- One mid term and one final examination. 25 points each. Both tests include material from the readings assigned from the reader (Readings in Personality), from the textbook and from assigned articles. --- 50 points.
- Self evaluation based upon biological variables of personality --- 25 points
- Case Study #2 Trait Psychology: Including Clinical Interview, NEO-PR Profile, Conceptualization. --- 25 points

TEACHING STRATEGIES AND ACTIVITIES

1. Lectures on the theoretical aspects of the different topics to be addressed.
2. Readings on basic concepts of theory through electronic media.
3. Group discussions of articles and other reading material assigned.
4. Clinical reports based upon the theories, scales and concepts discussed in class.
5. Learning the administration, correction and interpretation of NEO-PI.

OTHER IMPORTANT INFORMATION

Diversity Statement
Diversity relates to the acknowledgement of the human condition in all manifestations; its similarities and differences. Diversity seeks to understand different biopsychosocial experiences. It strives towards the human values of equality, respect, and acceptance, within a multicultural world whose boundaries have been overshadowed by technology and globalization. Diversity is the antithesis to oppression in all its manifestations (e.g. sexism, racism, exploitation) and to discrimination in any form, including discrimination due to sexual orientation, physical (dis) Abilities, socioeconomic status, worldviews, places of origin, cultural orientation, primary language, or to any other human characteristic, preference or state.

The notion of diversity is central to the study of human behavior. It requires the development of self-awareness of prejudiced attitudes. It includes understanding of differences in worldviews associated to the psycho-cultural and psycho-economic background of recipients of psychological services. Our training program promotes the awareness of subtle and “invisible” prejudice (e.g. homophobia) acquired during formative years.

Request for Reasonable Accommodations
Students in need of accommodation based on the impact of a disability should contact the professor privately to discuss the specific need. Students with documented disabilities should contact the Academic Deanship Office to coordinate reasonable accommodations.

Attendance Policy
After three absences for a 3 credit course, or 2 absences for a 2 credit course, the student will automatically be dropped from the class unless the professor recommends otherwise. The complete institutional attendance policy is included in the Appendix.

Honor Code Reminder
Any violation of the ethical dispositions of our institution or program will be automatically referred to the corresponding authorities. For the present course, plagiarism may lead to obtaining a grade of “0” on the plagiarized work and this would most probably lead to a failing grade in the course. Students found to violate this policy may be referred to the institutional Promotions Committee with a recommendation of dismissal.
from the program. The complete plagiarism policy is included in the Appendix.

Note
This syllabus is a guide and is subject to change according to circumstances that may arise during the semester. Students are responsible for all announced changes in the syllabus.

TEXTBOOK


Suggested reference on temperament


BIBLIOGRAPHY


ADDITIONAL (OPTIONAL) READINGS:

APPENDIX

INSTITUTIONAL ATTENDANCE POLICY

Attendance at lectures and laboratory exercises is mandatory unless excused because of illness or by previous authorization of the professor in charge of the course. Each department will decide the relative weight to be given to the attendance in calculating the final grade.

Attendance to clinical activities involving patients, patient models, and similar types of activities is considered part of the students’ professional responsibility and is mandatory. Absence may be excused after the student consults with the respective department chairperson. Three unexcused absences may adversely affect the final grade for a course.

Incomplete work due to illness or other serious circumstances during the course will be handled according to departmental policies, which must be provided to the students in writing at the beginning of each term. Faculty are not obligated to repeat lecture/laboratory topics that were presented at scheduled times and dates.

PROGRAM POLICY ON ACADEMIC HONESTY AND PLAGIARISM

There are different ways in which a student may incur in one of the various forms of academic dishonesty. Lack of knowledge does not justify academic dishonesty as common sense usually helps to prevent potentially problematic situations. In case of doubt, the standards of academic honesty call for the student to ask the professor or advisor. The most frequent form of academic dishonesty is plagiarism. According to the Random House Webster’s college Dictionary plagiarism is: “the unauthorized use of the language and thoughts of another author and the representation of them as one’s own. 2. something used and represented in this manner”.

Our faculty recognizes that plagiarism in any of its forms and/or manifestation is a serious offense both in the academic and the professional world. Some of the acts that constitute plagiarism are:

- a. Using words or thoughts of authors without giving due credit.
- b. Presenting work done for one course to fulfill the requirements of another course (self-plagiarism).
- c. Taking credit for phrases or ideas of other authors to produce a collage of ideas that have not been created by the student.
- d. Not using quotation marks to identify the exact words of an author.
- e. Taking information from Internet without citing the source.
- f. Buying papers from the Internet or from other sources.
- g. Using another student’s paper or clinical report to satisfy course requirements.

Each professor will evaluate alleged cases of academic dishonesty and will proceed to deal with each case according to institutional policies and procedures.