

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: __Psychology_____

Course No. PD522_____

Title of Course: _Psychology of Personality_____

Date: _August 1, 2015_____

Please check: 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: _____
Chair

Date: _____

Signature: _____
Dean

Date: _____

**PONCE HEALTH SCIENCES UNIVERSITY
CLINICAL PSYCHOLOGY PSY.D. PROGRAM**

SYLLABUS

COURSE TITLE	Psychology of Personality
CODING	PSY 522
CREDIT HOURS	3 credits
CONTACT HOURS	45
PREREQUISITE	None
PROFESSOR	Job Description: Psychopathology and Integration Practicum
TEACHING ASSISTANT	
OFFICE HOURS	
EMAIL ADDRESS	
SEMESTER	

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,

Cahill, L. (2005). His brain, Her Brain. *Scientific American*. 292,5, 40-47,

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

Westen, D. (1998). The Scientific Legacy of Sigmund Freud: Toward a Psychodynamically Informed Psychological Science. *Psychological Bulletin* Vol. 124, No 3, 333-371

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 Psychological 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

Yovell, Y., (2008). Is There a Drive to Love? *Neuro-Psychoanalysis*, 10 (2), 117-144

Roy F. Baumeister, Karen Dale, and Kristin L. Sommer, Freudian Defense Mechanisms and Empirical Findings in Modern Social Psychology: Reaction Formation, Projection, Displacement, Undoing, Isolation, Sublimation, and Denial. P. 280

Optional Readings for next meeting from Reader

Gloria Steinem, Womb Envy, Testyria, 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

Reading 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

Reading for next meeting from Reader

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

Reading for next meeting: Article

Rauch, S., Milad, M., Scott, O., Quinn, B., Fischl, B., Pitman, R. (2005). Orbitofrontal thickness, retention of fear extinction, and extraversion. *Cognitive neuroscience and Neuropsychology*. 16 No. 17, 1909-1912

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

McCrae, R. R. & Costa, P.R. The Five-Factor Theory of Personality. P. 97.

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

B. F. Skinner, *Why Organisms Behave*. P. 493

Watson, J.B. & Rayner, R., (1920) Conditioned Emotional Reactions. *Journal of Experimental Psychology*, 3(1), 1-14.

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 low 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

Funder, D.C. (2010). *Pieces of the Personality Puzzle: Readings in Theory and Research*. Fifth Edition. New York: W.W. Norton. ISBN 978-0-393-93436-6

Chess, S. & Thomas, A. (1996). *Temperament: Theory and Practice*. New York: Brunnel Mazel. ISBN 0-87630-835-3

Suggested reference on temperament

Joyce, D. (2010). *Essentials of Temperament Assessment*. Kaufman, A.S. & Kaufman, N.L. Series Editors. New Jersey: Wiley & Sons, Inc.

BIBLIOGRAPHY

Bowlby, J. (1969). *Attachment and Loss*. Vol I: Attachment. New York: Basic Books.

Peter Buckley Ed (1986) *Essential Papers on Object Relation*

Fairbairn, W.D. (1952). *An Object-Relations Theory of the Personality*. New York: Basic Books.

Freud, A. (1936). *The Ego and the Mechanisms of Defense*. New York: International Universities Press.

Freud, S. (1895). *Project for a Scientific Psychology*. The Standard Edition of the Complete Psychological Works of Sigmund Freud. J. Strachey (Ed) 23 vols. London: Hogarth Press (Studies for Hysteria) The Standard Edition, Vol 2.

Freud, S. (1961). *The Ego and the Id*. The Standard Ed., vol 19: 12-68. London: Hogarth Press.

Gay, P. (1988). *Freud; a life for our time*. New York: W.W. Norton & company

Hogan, R., Johnson, J., Briggs, S. Editors. (1997). *Handbook of Personality Psychology*. San Diego: Academic Press.

Gergen, K. (2001). Psychological Science in a Postmodern Context. *American Psychologist*. Vol. 56, No. 10, 803-813.

Hartmann, H. (1958, 1939 reprint). *Ego Psychology and the Problem of Adaptation*. New York: International University Press.

Holt, R.R. (1989). *Freud reappraised: a fresh look at psychoanalytic theory*. New York: The Guilford Press.

Huber, D., Veinante, P. & Stoop, R. (2005). Vasopressin and oxytocin excite distinct neuronal populations in the central amygdala. *Science*. Vol. 308 8 April 2005.

Jung, C.G. Psychological Types. Abstracts of the Collected Works of C.G. Jung. C.G. Jung Page. <http://www.cgjungpage.org/abcwpage.html>

Kernberg, O. (1984). *Object-relations Theory and Clinical Psychoanalysis*. Northvale: Jason Aronson Inc. In Klein, M. et al. Eds. (1952). *Development in Psychoanalysis*. London: Hogarth Press.

Kosfeld, M., Heinrichs, M., Zak, P.J., Fischbacher, U., Fehr, E. (2005). Oxytocin increases trust in humans. *Nature*. Vol. 435/2 June.

Kuhn, T. S. (1970). *The structure of scientific revolutions* (2nd ed.). Chicago: University of Chicago Press

Novick, K. K., Novick, J., (2002) Reclaiming the Land. *Psychoanalytic Psychology* Vol. 19, No. 2, 348-377

Pavlov Ivan P. (1927) *Conditioned reflexes: An investigation of the physiological activity of the cerebral cortex*. Translated by G.V. Anrep (1927)

Pine, F. (1990). *Drive, Ego, Object & Self*. New York: Basic Books, Inc.

Rogers, Carl R. (1947). Some Observations on the Organization of Personality *American Psychologist*, 2, 358-368.

- Skinner, B. F. (1950) Are Theories of Learning Necessary? *Psychological Review*, 57, 193-216
- Watson, J., Rayner, R. (1920). Conditioned Emotional Reactions. *Journal of Experimental Psychology*, 3(1), 1-14
- Westen, D. (1998). The Scientific Legacy of Sigmund Freud: Toward a Psychodynamically Informed Psychological Science. *Psychological Bulletin* Vol. 124, No 3, 333-371
- Wolf, E.S. (1988). *Treating the Self: Elements of Clinical Self Psychology*. New York: The Guilford Press

ADDITIONAL (OPTIONAL) READINGS:

- Feist, G.J. & Gorman, M.E. (1998). The Psychology of Science: Review and Integration of a Nascent Discipline. *Review of General Psychology*. March Vol.2, No.1, 3-47.
- Friman, P.C. et al. (1993). Changes in Modern Psychology: A Citation Analysis of Kuhnian Displacement Thesis. *American Psychologist*. June Vol.48, No.6, 658-664
- Leahey, T.H. (1992). The Mythical Revolutions of American Psychology. *American Psychologist* Feb. Vol.47, No.2, 308-318
- Magnavita, J. (1994). On the Validity of Psychoanalytic constructs in the 20th Century. *Professional Psychology: Research and Practice*. Aug. Vol. 25, No.3, 198-199.
- Thompson (1994). Behaviorism and Neuroscience *Psychological Review* April 1994 Vol. 101, No. 2, 259-265

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.