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CO 622 Theories of Personality Development

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CO622XL: Theories of Personality Development

Summer 2008

3 credits

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Welcome to Theories of Personality Development! Raymond Cattell has said that, despite inconsistencies in a person's behavior, we truly know a person only when we can predict what he or she will do in a variety of different situations, and that we base these predictions on what we know of that individual's personality. In this course, we will explore how our personalities develop and take shape throughout our lives and how our personalities influence everything we think, feel, and do. You will gain insight into how others have been formed and why they do what they do, and most likely you will re-examine yourself – your own development as a person and as a child of God. May God increase our understanding of and compassion for one another through our work together in this course. Blessings, Janet Dean

Syllabus Use:

"The development of this extended learning syllabus is intended for distribution to members of the course and others by my permission. It is not intended for general distribution on the Internet. Permission to copy, in whole or in part, must be requested from the professor (Janet Dean)." Thanks for honoring these instructions.

Course Objectives:

The purpose of this course is to introduce students to the major models of personality – Psychoanalytic, Neopsychoanalytic, Behavioral-Learning, Dispositional, Humanistic-Existential, and Cognitive, the major theories representative of each, the methods and research of the major theories, and the underlying assumptions about human nature. We will critically evaluate these theories from both scientific and Christian perspectives.

Course Goals:

Upon completion of this course, you will be able to:

1. Articulate the core tenets, assumptions, concepts, and methodology of each model's primary theories.
2. Describe each theory's assessment techniques and understanding of psychopathology.
3. Give overview of each theory's general treatment approach.
4. Critically evaluate each theory from both scientific and Christian criteria.
5. Demonstrate the ability to use these theories to describe & explain an individual's personality or behavior.

Required Texts:

- Engler, B. (2004). *Personality Theories* (7th ed.). Boston: Houghton Mifflin Company. ISBN: 0618496629
- Ashcraft, D. (2008). *Personality theories workbook* (4th ed.). Belmont, CA: Thomson-Wadsworth. ISBN: 9780495506454
- Beck, J. R. (1999). *Jesus and personality theory: Exploring the five-factor model*. Downers Grove, IL: Intervarsity Press. ISBN: 0830819258
- Internet readings as assigned by instructor

Recommended Text:

- Schustack, M. W., & Friedman, H. S. (2008). *The Personality Reader* (2nd ed.). Boston: Pearson. ISBN: 9780205485512

Prerequisite / Enrollment Limits: CO601 waived for the summer course; **recommend** some previous experience with undergraduate psychology coursework) / No more than 20 students for the summer course

Course Requirements:

This e-course is structured around required readings and a variety of activities requiring theoretical understanding and application and self-reflection. Our work week typically runs from Tuesday Noon (EST) to Monday midnight (EST) (with an exception for the holiday).

1. **E-Case Presentations** (27.5%)

- a. For each week during which a case is assigned, your team will break up into thirds. Members of the first third will present a case – individually!, members of the second third will present a second case, and members of the third third will present yet another case. See Moodle for instructions on where to post.
- b. Your case conceptualization should talk about the case using anything you have read about the theory to which you are assigned. Feel free to use the questions at the end of each case – but these are merely a starting point.
- c. See course schedule for due dates. Any late posts will receive a 8 point deduction for each day late.
- d. After the initial posting, be sure to regularly facilitate the dialogue of your team regarding your case.
- e. I will monitor interaction and discussion of the questions within your team and grade your individual contribution (content and group process).
- f. You only have to do 5 of the 6 case presentations assigned to you – but be sure other people in your group are doing the one you choose to not do.
- g. See grading rubric for e-team conferencing.

2. **E-Discussion Participation** (15%)

- a. Every week something will be posted to which you are to respond.
- b. Each team member, when not leading, will read and respond to the postings by the leader and other team members. Postings should answer the questions, reflect content from that week's readings, probe for deeper thinking from the team, connect with personal insights.
- c. Each question should be answered by a response between 50 and 150 words.
- d. Each team member should respond at least one time to each Application Question posted by the leader (This is a MINIMUM requirement). Respond several times every week; the discussion will continue until it naturally fades.
- e. I will monitor interaction and discussion of the questions within your team and grade your individual contribution (content and group process).
- f. See grading rubric for e-team conferencing.

3. **Quizzing** (17.5%)

- a. At the end of every week, you will complete a short quiz over the reading material.
- b. This is a timed quiz – you will have 30 minutes for no more than 20 questions.
- c. Before each quiz, prepare an answer to your last quiz question. Your last question on each quiz will be "Why do you do what you do/feel/think?" For this pick one theory to explain some component of what you do/feel/think. Explain yourself in one paragraph in a Word or text document. Then, when you get to the end of the quiz paste this into the last blank on the quiz.
- d. Be sure to proofread your paragraph.
- e. Quizzes are due at the end of each module, that Monday at midnight (EST).

4. **Reading** (7.5%)

- a. Read 350 pages of primary sources – or scholarly sources - in addition to the required texts.
- b. Keep a log and submit it at the end of the semester.
- c. You will receive a percentage of how many pages out of 350 pages for your grade.
- d. Turn in by midnight (EST) on Friday, August 15.

5. **Book Reflection** (7.5%)

- a. Read the Beck book over the course of the semester.
- b. Write a 4-5 page summary & reflection over this book.
- c. Focus on your personal reactions to the book.
- d. Turn in by midnight (EST) on Friday, August 15.
- e. See grading rubric for book reflection.

6. **Movie Analysis of Character Personality Development** (25%)

- a. Pick and watch a film from the recommended list.
- b. Use three theories, each from a different module, to explain the character's personality development.
- c. Focus on integrating what you've learned in the course with this film.
- d. Turn in by 2 pm (EST) on Thursday, August 21.
- e. See grading rubric for movie analysis.

Course Modules:

This course is structured around 8 content modules over various lengths of time. The course objectives and goals fit for each of the modules. These are listed, along with assignments, in the table below.

| Week | Reading | Focus | Announcements & Assignment Due |
|--|--|--|---|
| MODULE 1 – Introduction | | | |
| Mon, Jun 2 to Mon, Jun 9 | Engler Ch 1 Beck Introduction Other Assigned Readings | Introduction to the Study of Personality | <ol style="list-style-type: none"> 1. Instructor posts assignment. Complete assignment on your own and then initially share in team discussion by 6/4. 2. Continue interacting with peers until discussion ends on 6/9 at midnight. 3. Complete quiz by Monday, 6/9, at midnight. |
| MODULE 2 – The Psychoanalytic Approach | | | |
| Tue, Jun 10 to Mon, Jun 16 | Engler Ch 2 Ashcraft Case 2 Beck Section 1 S&F Unit 1 (optional) Other Assigned Readings | Freud Psychoanalysis Anxiety and Defenses | <ol style="list-style-type: none"> 1. Everyone submits case conceptualization of Ashcraft case by 6/12. 2. Teams discuss these case conceptualizations by 6/16. 3. Complete extra readings – keep reading log. 4. Complete quiz by Monday, 6/16, at midnight. |
| MODULE 3 – The Neopsychoanalytic Approach | | | |
| Tue, Jun 17 to Mon, Jun 23 | Engler Chs 3 & 4 Ashcraft Cases 4, 8, & 14 ½ of Beck Section 2 ½ of S&F Unit 2 (optional) Other Assigned Readings | Analytical Psychology Interpsychic Theories | <ol style="list-style-type: none"> 1. Group A submits case conceptualization of Ashcraft case 4 by 6/19; Group B submits case conceptualization of Ashcraft case 8 by 6/19; Group C submits case conceptualization of Ashcraft case 14 by 6/19. 2. Teams discuss these case conceptualizations by 6/23. 3. Complete extra readings – keep reading log. 4. Complete quiz by Monday, 6/23, at midnight. |
| Tue, Jun 24 to Mon, Jun 30 | Engler Chs 5 & 6 Ashcraft Cases 10, 12, & 6 | Psychoanalytic Social Psychology Ego Analytic Psychology | <ol style="list-style-type: none"> 1. Group A submits case conceptualization of Ashcraft case 10 by 6/26; Group B submits case conceptualization of Ashcraft case 12 by 6/26; Group C submits case conceptualization of Ashcraft case 6 by 6/26. |

| | | | |
|---|--|--|---|
| | <p>½ of Beck Section 2</p> <p>½ of S&F Unit 2 (optional)</p> <p>Other Assigned Readings</p> | | <ol style="list-style-type: none"> Teams discuss these case conceptualizations by 6/30. Complete extra readings – keep reading log. Complete quiz by Monday, 6/30, at midnight. |
| Happy Fourth of July!! This week will be very light! | | | |
| <p>Tue, Jul 1 to Mon, Jul 7</p> | <p>Engler Ch 7</p> <p>Case of Object Relations Counseling</p> <p>Other Assigned Readings</p> | <p>Object Relations Theory</p> <p>Stone Center Group</p> | <ol style="list-style-type: none"> Everyone discusses case by 7/7. Complete extra readings – keep reading log. Complete quiz by Monday, 7/7, at midnight. |
| MODULE 4 – Behavioral and Learning Approaches | | | |
| <p>Tue, Jul 8 to Mon, Jul 14</p> | <p>Engler Chs 8 & 9</p> <p>Ashcraft Cases 24, 26, & 28</p> <p>Beck Section 3</p> <p>S&F Unit 4 & 8 (optional)</p> <p>Other Assigned Readings</p> | <p>Behaviorism</p> <p>Social-Cognitive Learning Theories</p> | <ol style="list-style-type: none"> Group A submits case conceptualization of Ashcraft case 24 by 7/10; Group B submits case conceptualization of Ashcraft case 26 by 7/10; Group C submits case conceptualization of Ashcraft case 28 by 7/10. Teams discuss these case conceptualizations by 7/14. Complete extra readings – keep reading log. Complete quiz by Monday, 7/14, at midnight. |
| MODULE 5 – The Dispositional Approach | | | |
| <p>Tues, Jul 15 to Mon, Jul 21</p> | <p>Engler Chs 10 & 11</p> <p>Ashcraft Cases 30, 32, & 34</p> <p>Beck Section 4</p> <p>S&F Unit 6 & 9 (optional)</p> <p>Other Assigned Readings</p> | <p>Trait Theories</p> <p>Personology</p> <p>Factor Analytic Theories</p> | <ol style="list-style-type: none"> Group A submits case conceptualization of Ashcraft case 30 by 7/17; Group B submits case conceptualization of Ashcraft case 32 by 7/17; Group C submits case conceptualization of Ashcraft case 34 by 7/17. Teams discuss these case conceptualizations by 7/21. Complete extra readings – keep reading log. Complete quiz by Monday, 7/21, at midnight. |
| <p>Tues, Jul 22 to Mon, Jul 28</p> | <p>Engler Ch 12</p> <p>Beck Section 5</p> <p>S&F Unit 3 (optional)</p> <p>Other Assigned Readings</p> | <p>Biological Traits</p> | <ol style="list-style-type: none"> Everyone shares about how they understand their own traits (see additional resources posted on Moodle) by 7/24. Teams discuss these case conceptualizations by 7/28. Complete extra readings – keep reading log. Complete quiz by Monday, 7/28, at midnight. |
| MODULE 6 – Humanistic and Existential Approaches | | | |
| <p>Tues, Jul 29 to Mon, Aug 4</p> | <p>Engler Chs 13 & 14</p> <p>Ashcraft Cases 16, 18, & 20</p> <p>S&F Unit 7 (optional)</p> <p>Other Assigned Readings</p> | <p>Humanism</p> <p>Existential Psychoanalysis</p> | <ol style="list-style-type: none"> Group A submits case conceptualization of Ashcraft case 16 by 7/31; Group B submits case conceptualization of Ashcraft case 18 by 7/31; Group C submits case conceptualization of Ashcraft case 20 by 7/31. Teams discuss these case conceptualizations by 8/4. Complete extra readings – keep reading log. |

| | | | |
|---|--|--|---|
| | | | 4. Complete quiz by Monday, 8/4, at midnight. |
| MODULE 7 – Cognitive Theories | | | |
| Tues, Aug 5 to Mon, Aug 11 | Engler Chs 15 & 16 Ashcraft Cases 21, 22, & 25 S&F Unit 5 (optional) Other Assigned Readings | Personal Constructs Cognitive-Behavioral Theories | <ol style="list-style-type: none"> Group A submits case conceptualization of Ashcraft case 21 (Kelly) by 8/7; Group B submits case conceptualization of Ashcraft case 22 (Ellis) by 8/7; Group C submits case conceptualization of Ashcraft case 25 (Beck) by 8/7. Teams discuss these case conceptualizations by 8/11. Complete extra readings – keep reading log. Complete quiz by Monday, 8/11, at midnight. |
| FINAL ASSIGNMENTS | | | |
| Tue, Aug 12 To Mon, Aug 18 | CATCH-UP | | <ol style="list-style-type: none"> Finish any of the supplemental reading that you have not finished. Submit log by Friday, Aug 15, at midnight EST. Write Beck Reflection paper; submit paper by Friday, Aug 15, at midnight EST. Watch film for final exam. |
| Tue, Aug 19 To Fri, Aug 22 | Movie Analysis | You chose from the list. | Movie Analysis of Character Personality Development due by Thursday, Aug 21, 2 pm EST. |

About On-Line Communication:

Teaching and learning online is a growing experience for us all. Periodically we will need to extend grace to one another as we communicate and work together in this medium. For example, it is much more difficult to express emotions and humor clearly. Be careful of what and how you write; be generous and assume the best in reading what others have written. When in doubt, ask. Please do the same with me. Ask questions – as many as you need to in order to make sense of my comments, the assignments, the discussions, anything. If we communicate with one another, we'll all become better at expressing ourselves and talking with one another in this medium.

Course Evaluation:

Asbury Seminary defines grades using the following criteria (catalog, p. 24):

- A= Exceptional work: outstanding or surpassing achievement of course objectives
- B= Good work: strong, significant achievement of course objectives
- C= Acceptable work: essential achievement of course objectives
- D= Marginal work: minimal or inadequate achievement of course objectives
- F= Unacceptable work: failure to achieve course objectives

A plus (+) or minus (–) indicates positions between categories (for example, B+ = very good; C– = slightly below acceptable, etc.).

I typically will use numerical grades as a way to operationalize the above categories. These are given below:

| | | | | | | | |
|----|--------|----|-------|----|-------|----|----------|
| A | 94-100 | B | 83-86 | C | 73-76 | D | 63-66 |
| A- | 90-93 | B- | 80-82 | C- | 70-72 | D- | 60-62 |
| B+ | 87-89 | C+ | 77-79 | D+ | 67-69 | F | below 60 |

Course Policies:

- ***Attendance.*** "On-line attendance is essential for understanding and processing the material. You should only be absent in emergencies—illness, family death, or similar unavoidable situations, but not church work or other employment. However, because it is summer, you will be able to miss the class discussion postings for TWO weeks. You may only miss ONE case presentation. If you miss one, be sure that others on your team are posting something. Please let me know of the arrangements you have made.

If you need to be "off-line" for awhile, please let us know. I will do the same. This will keep us from worrying about each other.

- ***Papers.***
 - ***APA Format.*** All written material should conform to style and form set forth in the Publication Manual for the American Psychological Association, 5th ed. Also, all written material should be produced with a standard 12-point font, typed, double-spaced with a one-inch margin.
 - ***Writing Quality.*** Grades for written material will be partially based on quality of writing, clarity of thought, and logical development.
 - ***Form.*** Written materials should be submitted in electronic format by the due date. Electronic submissions should be Word documents or text documents attached to an email.
 - ***Timeliness.*** Students should submit written material on time; E-team assignments and discussion assignments are time-sensitive and are not amenable to a different due date. You will receive no credit for an e-team/discussion center assignment that is posted late. If you are not active for more than three weeks in the course discussion center and your team folder, you will not receive a passing grade. "Inactive" means that you have not posted at all or that you demonstrate minimal participation for more than three weeks.

Quizzes also must be completed on-time. Your three lowest quiz grades will be dropped.

- ***Academic Integrity.*** Students are expected to follow seminary policy with regard to issues of academic dishonesty (e.g. cheating, plagiarism) and proper conduct in the classroom are required. Any confirmed incident of cheating is grounds for failure in this course. Cheating includes passing off someone else's written work as one's own as well as looking at someone else's test answers to formulate one's own test answer(s).
- ***Special Needs.*** All materials can be made available in alternate formats. Please inform me of any special needs you may have.
- ***Self-Disclosure.*** In course interactions, some self-disclosure and personal examination may occur. Please keep your comments appropriate and directly relevant to the classroom situation. We do have a course icon for prayers, praises, and other personal requests. If someone shares something personal during discussion of course content or under the prayer icon, please keep these interactions confidential and do not share them with those outside of this course.

- *Life Happens.*
 - *Problems.* Life happens ... even when you are taking classes. If life gets in the way of your coursework, please let me know as soon as possible. The earlier I know, the more I can help you find ways to manage the situation. The later I know, the less I can help.
 - *Incompletes.* Thinking about incompletes? Seminary guidelines indicate that "A grade of 'I' denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment" (*Catalog*, 29). Incompletes will only be granted in extreme situations, so be sure to plan for ordinary emergencies and busyness.
 - *Withdrawals.* If you decide to withdraw from the course, you should file forms in the Registrar's Office according to seminary deadlines.

ExL Support Contact Information:

For **general questions and administrative assistance regarding the ExL program**, contact Dale Hale:
ExL_Office@asburyseminary.edu Phone: (859) 858-2393

For **technical support, library research support, library loans, and ExL media** contact Information Commons:
Info_Commons@asburyseminary.edu Phone: (859) 858-2233; Toll-free: (866) 454-2733

Accessing Information Commons Materials

1. **General Questions:**
 - a. The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Info Commons hours are posted here: <http://www.asburyseminary.edu/information/hours.htm>
2. **Materials Requests:**
 - a. To search the library catalog for available materials, click here: <http://www.asburyseminary.edu/information/index.htm>
 - b. ExL Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.
 - c. ExL students are encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.
3. **Research Questions:**
 - a. ExL students are encouraged to contact the Information Commons for research assistance including help determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.
4. **Online Databases:**
 - a. To access the online library resources including the library catalog and full-text journal databases, go to <http://www.asburyseminary.edu/information/index.htm> and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

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archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

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