

*“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”*

<b>Course</b>	<b>PERSONALITY THEORIES</b> COUN 0674 1S
<b>Date, Time, and Delivery Format</b>	SEPTEMBER 12 – DECEMBER 5, 2022 MONDAYS 11:15 AM – 2:05 PM SYNCHRONOUS ONLINE
<b>Instructor</b>	<b>DR. HELEN NOH, PH.D</b> Email: <a href="mailto:hnoh@tyndale.ca">hnoh@tyndale.ca</a>
<b>Class Information</b>	The classes will be livestreamed on Mondays from 11:15 AM -2:05 PM. Students may participate in live-streamed office hours as posted below.  Office Hours: Mondays 2:15-3:15 PM or at a separate time by appointment.
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="https://TyndaleOne.com">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

Overview of major personality theories with regard to their development, philosophical assumptions, theoretical concepts and their clinical implications in work with individuals, couples and families. Students are encouraged to develop a reflective and critically interactive perspective to facilitate their therapeutic work.

*Prerequisite: COUN majors only or by permission of instructor.*

## II. LEARNING OUTCOMES

At the end of the course, students will be able to:

- Identify, describe, and apply the major theories of personality, including Psychoanalytic, Psychosocial, Trait, Humanistic, Cognitive, Behavioral, and Social Learning approaches
- Examine the philosophical assumptions, historical and cultural factors that underlie the development of each personality theory

- Analyze, compare, and utilize the major personality theories to assess case studies of personality disorders
- Develop a deeper self-understanding of their own personality and personality development
- Integrate personality theories with the Christian faith
- Apply personality theories to the pastoral and counseling ministries

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

Carver, C.S. & Scheier, M. F. (2017). *Perspectives on personality (8<sup>th</sup> ed.)*. Boston, MA: Pearson; ISBN: 9780134415376

\*NOTE: Pearson eText for *Perspectives on personality* – Instant Access, 8<sup>th</sup> Edition also available; ISBN: 9780137524938

#### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Ashcraft, D. (2015). *Personality theories workbook, 6<sup>th</sup> ed.* Belmont, CA: Wadsworth/Thompson. (5<sup>th</sup> Edition AVAILABLE ON RESERVE AT THE LIBRARY)

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

#### C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes\*
- A commitment to having the camera on to foster community building\*

\*exceptions with permission from professor

#### D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community.

Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](http://classes.tyndale.ca).

## **E. ASSIGNMENTS AND GRADING**

### **1. Forum Discussions – 5% of final grade**

The purpose of the forums is to build a sense of learning community outside the lecture component of the course. Students will be assigned to small groups and will post their responses to the forum questions by WEDNESDAY (11:55pm) and respond to other members’ post by FRIDAY (11:55pm) of the week that a forum question is assigned (e.g., if the Forum is assigned Mon Sept 19 after lecture, student response is due Wed Sept 21 by 11:55pm, and response to other group members’ post is due by Fri Sept 23 by 11:55pm). Each post should be concise (about 150 words), addressing the issues in the question with reference to class readings/lectures, and demonstrate critical thinking and personal application. Comments to fellow students would be briefer, with an affirmation (perhaps from your experience or readings) and one thoughtful question for further reflection. Completion of the three forums and comments to fellow students will be given full credit of 5%.

### **2. Personality Theories Workbook and Case Study - 15% of final grade**

This assignment comes from the Personality Theories Workbook (recommended text, also found on reserve at the library). Students will be assigned a case study in which they will be required to apply the material from the textbook and lectures to demonstrate the ability to apply the theories of personality to a particular individual. The case study assignment must be typed, double-spaced, using 12-point font, and approximately 5-6 pages in length (excluding cover and reference pages). More details on the assignment will be handed out in class.

### **3. Midterm Examination – 30% of final grade**

Students will be given a midterm examination covering material from lectures and textbook. The test will be in various formats, including short answer and essay type questions, to assess the student’s ability to define, describe, compare, contrast, and apply the different personality theories and concepts. The exam will be 30% of final grade

### **4. Personality Disorder Research Paper & Presentation – 35% of final grade**

Students will select a Personality Disorder as found in the DSM-V and write a 10–12-page paper that integrates lecture and textbook materials with current research on the symptoms, etiology, development, and treatment for counseling. Paper is worth 30% of final grade.

A three-page summary of your research will be presented to the class in a conference style setting (during one of the three final weeks of the semester). More details of the paper and the presentation will be given in class. Presentation is worth 5% of final grade.

## 5. Personality and the Counselor – 15% of final grade

This assignment is a 6–8 page paper (typed, double-spaced, 12 point font, APA style). Each student will write a paper about his/her own personality and personality development, using the various theories discussed in class. **This assignment can be counted toward your SEUS hours.** In this paper, the following areas are to be addressed:

- a. Beginning with the Trait-Dispositional perspective of personality (Temperament, 16PF, Five Factor), identify and describe your **significant** personality traits, including any **Personality Signatures**.
- b. Drawing upon the various theories of personality (as covered in the text and lectures; **please ensure that at least 2 are from the theories covered AFTER midterm exam**), you will provide a critical analysis of how you understand these to integrate and apply to your own personality development (specific concepts, constructs, and principles from these theories must be critically applied to your own personality). Include tangible examples of how your personality is evidenced in your patterns of thinking, feeling, behaving, relating. Include a reflection on how your Christian faith and identity also integrates with your personality and spiritual formation.
- c. Discuss how your personality will influence and shape your role as a counselor. Include any strengths, limitations, biases, challenges, potential issues of countertransference that may be experienced in the counseling relationship.

## F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

## G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Forum Discussions	5%
Case Study	15%
Midterm Examination	30%
Personality Disorders Paper and Presentation	35%
Personality and the Counsellor Paper	15%

Total Grade	100 %
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## H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Your work should demonstrate the following characteristics:

- Reports of psychological research should follow the rules set forth in the *Publication Manual of the American Psychological Association, 7<sup>th</sup> ed.* (2020).
- All parts of the report are typed double-spaced, and without justifying the right hand margin. Use a 12 point font (“Times New Roman” or “Courier” is preferred).
- [apastyle.apa.org](http://apastyle.apa.org) is a helpful web site for all questions regarding APA style.

For non-psychology/counselling students, Chicago style may be used. For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, “How to Cite Sources in Theology”](#).

### Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

### Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean’s Office ([aau@tyndale.ca](mailto:aau@tyndale.ca)) before proceeding.

## I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works

towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

#### IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

LECTURE	DATE	CHP.	PERSONALITY THEORY	ASSIGNMENTS
1	Sept 12	1-3	<b>INTRO TO PERSONALITY THEORIES</b> Psychological Foundations of personality Theological framework of personality	
2	Sept 19	4	<b>TRAIT PERSPECTIVE</b> Types & Trait Theories Interactionism and Personality	<b>FORUM 1 ASSIGNED</b>
3	Sept 26	6	<b>GENETIC PERSPECTIVES</b> Temperament Cortical Arousal Theory	
4	Oct 3	7	<b>BIOLOGICAL PERSPECTIVES</b> Gray’s Reinforcement Theory Environmental Influences on Biology	<b>FORUM 2 ASSIGNED</b>
5	Oct 10	<b>THANKSGIVING HOLIDAY – NO CLASS</b>		
6	Oct 17	5	<b>MOTIVE/NEEDS PERSPECTIVE</b> Horney Theory Murray’s Theory	<b>CASE STUDY DUE</b>
7	Oct 24	8	<b>PSYCHODYNAMIC PERSPECTIVE</b> Freud’s Psychoanalytic Theory	

			Defense Mechanisms	
8	Oct 31	<b>MIDTERM EXAM IN CLASS</b>		<b>MIDTERM EXAM</b> Chps 1, 4-8 and Lecture Material
9	Nov 7	9	<b>PSYCHOSOCIAL PERSPECTIVES</b> Attachment Theory Erikson's Lifespan Theory	<b>FORUM 3 ASSIGNED</b>
10	Nov 14	10	<b>LEARNING PERSPECTIVE</b> Behavioral Theories	
11	Nov 21	12-13	<b>COGNITIVE PERSPECTIVES</b> Contemporary Cognitive Perspectives	<b>PERSONALITY DISORDERS PAPERS DUE</b> Presentations
12	Nov 28	11	<b>PHENOMENOLOGICAL PERSPECTIVE</b> Carl Roger's Self Theory	Presentations
13	Dec 5	14	<b>NARRATIVE &amp; SPIRITUAL IDENTITY</b> Life Stories and Personality	<b>FINAL PAPER DUE</b> Presentations

## V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Berger, J. M. (1997). *Personality*. Pacific Grove, CA: Brooks/Cole.

Cloninger, S.C. (2008). *Theories of personality: Understanding persons (5<sup>th</sup> ed.)*. Upper Saddle River, NJ: Prentice Hall.

Feldmeier, Peter. (2007). *The developing Christian*. Paulist Press.

Fowler, J.W. (1995). *Stages of faith*. San Francisco: Harper & Row.

- Frager, R., & Fadiman, J. (2005). *Personality and personal growth (6<sup>th</sup> ed.)*. Upper Saddle River, NJ: Pearson/Prentice Hall.
- Friedman, H.S., & Schustack, M.W. (2006). *Personality: Classic theories and modern research (3<sup>rd</sup> ed.)*. Boston, MA: Allyn & Bacon.
- Gayle, G. (2001). *The growth of the person*. Belleville, ON: Essence.
- Hergenhahn, B.R., Olson, M.H., & Cramer, K. (2003). *An introduction to theories of personality*. Toronto, ON: Prentice Hall.
- Mischel, W., Shoda, Y., & Ayduk, O. (2008). *Introduction to personality: Toward an integrative science of the person (8<sup>th</sup> ed.)*. John Wiley & Sons, Inc.
- Montgomery, D. (1995). *God and your personality*. Boston: St. Paul Brooks & Media.
- Morf, C.C., & Ayduk, O. (Eds.) (2005). *Current directions in personality psychology*. Upper Saddle River, NJ: Pearson/Prentice Hall.
- Schultz, D., & Schultz, S. E. (2009). *Theories of personality, 9<sup>th</sup> ed.* Belmont, CA: Wadsworth/Thomps