

PSY 501: PSYCHOLOGY of PERSONALITY

Fall Semester 2015

WED 4:00-6:15pm; Rm. K013

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Office Hours: Mon 10-11 & 12-1; Tues 10-11 & 12-2; Fri 10-11; By Appointment

REQUIRED TEXT

Mischel, W., Shoda, Y., & Ayduk, O. (2008). *Introduction to personality: Toward an integrative science of the person* (8th ed.). Hoboken, NJ: John Wiley & Sons.

COURSE DESCRIPTION

This course provides an analysis of a variety of theoretical formulations or perspectives that attempt to articulate “personality” phenomena. Work is focused on the logical structure of personality concepts and the relationship of these concepts to actual human phenomena. The positive contributions and the limitations inherent in various theoretical perspectives are examined.

COURSE OBJECTIVES

1. Evaluate some of the most influential, systematic attempts to address the acquisition and the maintenance of those features of the person that are regarded as relatively stable across time and situations.
2. Conduct a rational critique and empirical critique of relevant concepts and assumptions of each theorist.
3. Clarify and operationalize each theory’s fundamental or core statement concerning the nature of the person.
4. Identify secondary or peripheral features claimed by each theory in order to describe various specific features of the person.
5. Discuss each theory’s implications for clinical assessment and intervention.
6. Overall, in addition to methodological concerns in personality, the theoretical approaches covered in this course include: Psychodynamic, Behavioral, Phenomenological-Humanistic, Social-Cognitive, Trait-Dispositional, and Biological.

COURSE EXPECTATIONS

Blackboard and e-mail: Course announcements, assignments, and updates to the syllabus will be provided on Blackboard. This information will also be provided on my personal website: <http://dradamvolungis.com/>. Additional required readings and handouts will also be available on Blackboard and my personal website. Although I will also inform you of any such information in class, it is expected that you utilize Blackboard and check your e-mail to ensure that you are up to date with all class material and information (especially if you are absent). Lastly, you are strongly encouraged to e-mail me with any questions or concerns. I check my e-mail daily and will often get back to you promptly (i.e., less than 24 hours). However, I ask for at least 24-48 hours to provide a timely reply. I also do my best to reply to emails over the weekend, but please

note that some weekends I may not be immediately available to reply until Sunday night or Monday morning (e.g., an e-mail at 6pm Friday may not get a reply until 10am Monday on some weekends). Finally, please e-mail me directly at am.volungis@assumption.edu; do not e-mail me ‘through Blackboard,’ as I do not check Blackboard for e-mail.

Course Readings: Please refer to the “Projected Course Outline” for the due date and topic of each reading. You are expected to have completed the required readings by the indicated class date. In addition to the readings provided in the course outline, you may be required to read supplemental materials to enhance existing readings.

Attendance: Due to the topic of this course being primarily in-class lecture and class discussion, it is crucial that you attend class. Much of the value of this course lies in your presence and participation in the classroom. Therefore, your presence is important for the “community within the class.” If you are absent from class, you are still responsible for all information and material covered that day. Also, class will always start and end on time, thus, the expectation is for students to be present for the full duration of class. If you must come late or leave early, please notify me before class.

- Coming late to class is an important issue. Occasionally, events like an accident, flat tire, or similar events can delay your arrival on campus. A pattern of tardiness (even 10 or 15 minutes) is unacceptable, however. You need to allow sufficient time to deal with predictable situations (like finding a parking space on campus, traffic, etc.).
- Even in circumstances where you have an acceptable reason for missing class, you will not receive credit for this class if you are absent for more than 2 classes during the semester. If you do miss more than 2 classes because of personal emergency or similar extenuating circumstances, you may petition the Dean of the Graduate School for an exception to this rule.

IMPORTANT NOTES

Academic Honesty: Representing the work of another as your own is a violation of fundamental principles of truthfulness and an offense against the academic community. Academic dishonesty may result in the student failing the course, at the discretion of the instructor. Academic dishonesty includes cheating on examinations, as well as *plagiarism* (failure to credit properly the ideas, organization of material or phrasing of another, including the use of term paper or reference paper services). Submitting one’s own work, in part or in whole, to more than one instructor without proper notification is also academically dishonest and subject to appropriate disciplinary action. For more information, please consult Assumption College’s Academic Honesty Police:

<http://www.assumption.edu/sites/default/files/StudentHandbookOnLineVersion.pdf> (p. 137).

This instructor reserves the right to utilize turnitin.com if there are concerns of academic dishonesty.

Students with Disabilities: Assumption College is committed to ensuring the full participation of all students in its programs. If you have a disability (or think you have a disability) and, as a result, need a reasonable accommodation participate in this class, complete course requirements, or benefit from the College’s programs or services, then you should speak with me and contact the Director of Disability Services, Sharon deKlerk, at x7500. All information regarding disabilities will be treated with confidentiality. Documentation guidelines are available at: <http://www.assumption.edu/academics/resources/disabilityservices>. *Students with disabilities are encouraged to contact me with any questions.*

Smart Phones/Cell Phones/Pagers/MP3 Players and the like: All of these electronic devices should be powered off while class is in session. You are expected to devote your attention to each class for its full duration. A ringing/vibrating phone, texting, listening to music, etc. is not only a distraction to me, but more importantly, to your peers. Use of such devices may result in being asked to leave for the remainder of class. If you are expecting an emergency phone call, please notify me before class, sit near the door, and leave the room quietly and quickly if you receive a call.

Laptops in Class: *Students are allowed to use laptops in class only if they consult with the class instructor and sign an honesty statement for appropriate class usage.* Thereafter, you are welcome to bring and use your laptop in class to follow along with the presentation material and take notes. However, it should only be used to facilitate your learning of the class material. Engaging in other activities that are not related to your learning of course material (e.g., Facebook, e-mail, games) is not only a distraction to me, but more importantly, to your peers. Inappropriate laptop use may result in no longer being able to use your laptop in class.

METHODS of EVALUATION

1. Discussion Blog (10%). With the exception of the first class and exam due dates, each student is expected to complete a blog post in response to a question provided by the instructor by the beginning of each class. At least two replies to your peers' posted responses is also required, no later than two days after the original post due date. The discussion board will be available on my personal website: <http://dradamvolungis.com/>. These reflections are required in the spirit of assuring each student keeps up with the assigned readings and is prepared to engage in class discussion.
2. Examinations (90%). Each student will be required to complete three take home written exams covering their knowledge and understanding of the readings and class lectures. There will also be a written in-class component (a small portion of the exam) on the due date of each exam. A separate class handout with the exam questions will be given one week prior to the due date for exams 1 & 2, and two weeks prior for exam 3. Appropriate citations and a reference page are expected. For APA formatting see: *APA Publication Manual (6th ed.)*, <http://www.apastyle.org/index.aspx>, and/or <http://owl.english.purdue.edu/owl/resource/560/01>. *These exams will only be accepted through e-mail at am.volungis@assumption.edu.* The following breaks down the topics/theories covered for each exam and corresponding due date:
 - a. Exam 1 (20%): Methodological concerns in personality & Psychodynamic approach – **Due 9/23**
 - b. Exam 2 (30%): Behavioral & and Phenomenological-Humanistic approaches – **Due 10/21**
 - c. Exam 3 (40%): Social-Cognitive, Trait-Dispositional, and Biological approaches – **Due 12/9**

It is reasonable to expect these exams graded and returned to students no later than 2 weeks from the due date (10/7; 11/4; 12/21 – due date for grades).

GRADING SCALE

A	93.0-100	B	82.5-87.4	C	72.5-77.4	D	62.5-67.4
A-	90.0-92.9	B-	80.0-82.4	C-	70.0-72.4	D-	60.0-62.4
B+	87.5-89.9	C+	77.5-79.9	D+	67.5-69.9	F	<60

PROJECTED COURSE OUTLINE

<u>Date</u>	<u>*Topic/Assignment*</u>
<u>9/2/15</u>	<p><u>PERSONALITY & METHODOLOGY</u></p> <p>Introduction & Review of Syllabus</p> <p><u>Required Readings</u></p> <p>(a) Text Chapter 1 – Orientation to Personality</p> <p>(b) Text Chapter 2 – Data, Methods, & Tools</p>
<u>9/9</u>	<p><u>PSYCHODYNAMIC APPROACH</u></p> <p><u>Required Readings</u></p> <p>(a) Text Chapter 7 – Psychodynamic Theories: Freud’s Conceptions</p> <p>(b) Freud, S. (1977). <i>Five lectures on psychoanalysis</i>. New York, NY: Norton. {Lectures 1 & 2}</p>
<u>9/16</u>	<p><u>Required Readings</u></p> <p>(a) Text Chapter 8 – Psychodynamic Applications and Processes {pp. 177-184; 191-208}</p> <p>(b) Freud, S. (1977). <i>Five lectures on psychoanalysis</i>. New York, NY: Norton. {Lectures 3-5}</p>
<u>9/23</u>	<p>*Take Home Exam 1 Due*</p> <p><u>BEHAVIORAL APPROACH</u></p> <p><u>Required Readings</u></p> <p>(a) Text Chapter 10 – Behavioral Conceptions</p> <p>(b) Skinner, B. F. (1974). <i>About behaviorism</i>. New York, NY: Alfred Knopf. {pp. 10-23; 80-97; 113-118; 216-223}</p>
<u>9/30</u>	<p><u>Required Readings</u></p> <p>(a) Text Chapter 11 – Analyzing and Modifying Behavior</p> <p>(b) Skinner, B. F. (1953). Why organisms behave. In B. F. Skinner, <i>Science and human behavior</i> (pp. 23-39). Upper Saddle River, NJ: Prentice-Hall.</p>

10/7

PHENOMENOLOGICAL-HUMANISTIC APPROACH

Required Readings

- (a) Text Chapter 12 – Phenomenological-Humanistic Conceptions {pp. 297-311; 320-322}
- (b) Rogers, C. R. (1995). Some hypotheses regarding the facilitation of personal growth. In C. R. Rogers, *On becoming a person: A therapist's view of psychotherapy* (pp. 31-38). New York, NY: Houghton Mifflin.
- (c) Rogers, C. R. (1995). The characteristics of a helping relationship. In C. R. Rogers, *On becoming a person: A therapist's view of psychotherapy* (pp. 39-58). New York, NY: Houghton Mifflin.

10/14

Required Readings

- (a) Rogers, C. R. (1959). A theory of therapy, personality, and interpersonal relationships, as developed in the client-centered framework. In S. Koch (Ed.), *Psychology: A study of science: Vol. 3. Formulations and the social context* (pp. 184-256). New York, NY: McGraw-Hill.

10/21

Take Home Exam 2 Due

TRAIT-DISPOSITIONAL APPROACH

- (a) Text Chapter 3 – Types and Traits
- (b) Text Chapter 4 – The Expression of Dispositions

10/28

Required Readings

- (a) McCrae, R. R., & Costa, P. T. (2001). A five-factor theory of personality. In L. A. Perrin & O. P. John (Eds.), *Handbook of personality: Theory and research* (2nd ed.; pp. 139-153). New York, NY: Guilford Press.

11/4

SOCIAL-COGNITIVE APPROACH

Required Readings

- (a) Text Chapter 14 – Social-Cognitive Conceptions
- (b) Text Chapter 12 – Phenomenological-Humanistic Conceptions {pp. 312-319}
- (c) Kelly, G. (1955). A summary statement of a cognitively-oriented comprehensive theory of behavior. In G. Kelly, *A theory of personality: The psychology of personal constructs* (pp. 27-58). New York, NY: Norton.

11/11

Required Readings

- (a) Mischel, W. (1968). *Personality and assessment*. New York, NY: John Wiley and Sons. {pp. 5-11; 20-32; 41-50}
- (b) Bandura, A. (1976). Origins of behavior. In A. Bandura, *Social learning theory* (pp. 15-55). Upper Saddle River, NJ: Prentice Hall.

11/18

Required Readings

- (a) Bandura, A. (1976). Antecedent determinants. In A. Bandura, *Social learning theory* (pp. 57-93). Upper Saddle River, NJ: Prentice Hall.
- (b) Bandura, A. (1976). Reciprocal determinism. In A. Bandura, *Social learning theory* (pp. 193-213). Upper Saddle River, NJ: Prentice Hall.
- (c) Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215. *OPTIONAL*

11/25

THANKSGIVING BREAK

12/2

BIOLOGICAL APPROACH

- (a) Text Chapter 5 – Heredity and Personality

12/9

Take Home Exam 3 Due [& Synthesis and Wrap-up]

Right of Revision Statement: As instructor of this course, I reserve the right to make changes to the syllabus as needed. It may be deemed pertinent to modify the syllabus as the class progresses through the semester. You will be informed of any changes as soon as possible, during class or via e-mail and Blackboard.