

**CAMOSUN COLLEGE  
PSYCHOLOGY DEPARTMENT  
PSYC 200**

**INSTRUCTOR:** Pam Tobin

**OFFICE:** F-352, Campus phone: 370-3217  
Office hours: flexible, call for appointment  
Home Phone 652-4383, 9:30 a.m. - 8 p.m.  
e-mail: [PamelaTobin@aol.com](mailto:PamelaTobin@aol.com)

(note: do not add me to your address book please)

**TEXT:** Personality: Classic Theories and Modern Research, (1999), Friedman, H.S., and Shustack, M.W., Massachusetts, Allyn and Bacon

Website: <http://www.abacon.com/friedman/>

**COURSE DESCRIPTION AND OBJECTIVES**

This course offers the student an academic and experiential exposure to the field of personality with the focus on the study of the basic processes resulting in personality development, theories of personality, methods of assessing personality, interpersonal behavior and psychopathology.

The following are specific objectives for course participants to work towards:

1. understand how and why theories of human growth and personality are developed.
2. acquire a knowledge of the major theories, including a good understanding of the affiliated terms and concepts.
3. develop a critical perspective of the theories, examining their strengths, weaknesses and applicability.
4. demonstrate the relevance of the theories to your own personality
5. learn how to study and assess personality and demonstrate how to use and interpret different personality assessment devices
6. understand practical applications of concepts and know how individual differences such as gender, health, culture and emotions affect personality
7. develop interviewing and analysis skills to understand other people's personalities

**GRADING FOR COURSE**

|             |            |              |             |
|-------------|------------|--------------|-------------|
| A+ 95 - 100 | B+ 80 - 84 | C+ - 65 - 69 | D - 50 - 59 |
| A 90 - 94   | B 75 - 79  | C - 60 - 64  | F - 0 - 49  |
| A- 85 - 89  | B- 70 - 74 |              |             |

**EVALUATION:**

|  |        |     |
|--|--------|-----|
| Chapter Quizzes<br>(7 quizzes, best 5 counted) | 5 x 6% | 30% |
| Final Exam                                     |        | 25% |
| Personality Assessment                         |        | 20% |
| Major Paper                                    |        | 25% |

**READING THE TEXTBOOK:**

This is essential for this course. I suggest three readings. 1) A quick read of the chapter to get a global perspective of the theory - done before class. 2) A more careful study to really comprehend all concepts - done during the week we cover the theory in class. 3) A review for the quiz and test.

**POLICY REGARDING LATE ASSIGNMENTS**

Late assignments *may* be accepted if negotiations are made with the instructor PRIOR to the due date. Late penalties of 2 marks per day on the Personality Assessment and on the Major Paper will apply unless Instructor is contacted at least 24 hours before assignment is due, regardless of reason (medical, personal etc). This is to motivate students to take personal responsibility for good planning and respectful communication. Papers are due at the beginning of the class on the due date.

**EVALUATION DETAILS****Quizzes**

Seven short quizzes will be given during the semester IN CLASS. (Absolutely no out of class quizzes will be administered and there will be no make up quizzes if you miss a class, regardless of reason.). The best 5 marks will count, so you have some flexibility if you are sick or miss a class. Each quiz is on one chapter and the dates are listed in the schedule. They will be multiple choice, true/false, fill-in-the-blanks and short answer.

**Final Exam**

There will be one comprehensive exam- multiple choice, true/false, definitions, and short answer questions. It will emphasize the entire course content from text and lectures and will repeat questions from the quizzes as well as have new questions.

## Personality Assessment Exercise

The task of this assignment is to assess your personality and that of another person. The person can be very similar to you or very different and you will compare and/or contrast what you find.

### **1. Assessment:**

#### 1) Find Assessments:

You must find 3 personality assessment questionnaires from any source (except the text or class) including library, other texts, journals, magazines, counsellors or the Internet. Try to find high quality assessment questionnaires rather than ones that are too superficial. For example, a Myers-Briggs questionnaire would be superior to one that rated what kind of dog you might be! Some good Internet sites to start with are [psychtests.com](http://psychtests.com), [www.queendom.com](http://www.queendom.com) or [www.emode.com](http://www.emode.com), [www.2h.com](http://www.2h.com) or [www.wizardrealm.com/tests](http://www.wizardrealm.com/tests) but you will likely find other excellent sites as well. Choose assessments that are clearly personality oriented.

#### 2) Administer Assessments:

Both you and your subject will complete each and you will score them according to the instructions given. You can make your own decision about how you administer the tests: whether you want to do the questionnaire on-line and have your subject do the same, or you might choose to print them out, and administer them off-line, and then go back on-line to enter the data and retrieve the scores. You must include the sources, the full questionnaires and the scoring with your write-up.

### **2. Write-Up**

Prepare a paper of 750-900 words that describes what you have found and what you have learned by doing the assessments. You are required to run three assessments, but in this section, write about only TWO of them. This should not be simply a reiteration of the results (which should be included as an appendix along with the questionnaires) but should be related to the text. This could include Chapters One and Two in the text or be more specifically related to one or more of the major theories. Please use APA formatting and referencing. You can discuss such topics as what you have found, differences and similarities between the subjects and/or assessment devices, advantages and disadvantages of each test, which types of theories these questionnaires are based on, what are they trying to test and is it the same as what they actually do test. Write with a critical evaluation of the assessment devices (but not of the personality of the subject).

The grade will be determined by:

1. quality and description of assessments
2. connection to the text and/or other resources
3. your critical analysis and evaluation of the assessments

As you use the vocabulary and concepts from the text, underline each the first time they appear. This will help you see how much of the theory you are actually using. You will lose 1 mark for neglecting to underline. Use lots and lots of the course vocabulary.

## Major Paper

You will write a paper (1000-1500 words) on a topic that is directly relevant to this course. This is a highly self-directed assignment and you should put a major effort into it to get a good grade.

Your paper is to write about one person and how the theory, application of theory and assessment relates to them. This person can be you or someone you know or even someone you don't know very well. If you use someone else, you must have their permission to write a paper on them and must write it in a way that does not offend them. A good paper will cover all three aspects, will be well-integrated (rather than read like a list) and will be clear and concise.

**1. Theory:** explanation and discussion (an in-depth analysis) of one of the major theories of personality (chapters 3-10) as it relates to your subject.

Choose ONE theorist from the following list:

Psychoanalytic: Freud

Neo-Analytic and Ego: Jung, Adler, Horney, Erikson

Biological: Eysenck, Sheldon

Behaviorist and Learning: Skinner, Dollard & Miller

Cognitive: Gestalt, Lewin, Kelly, Rotter, Bandura

Trait and Skill: Allport, Cattell, Eysenck

Humanistic and Existential: Maslow, Rogers, Fromm

Person-Situation Interactionist: Murray, Sullivan, Mischel

As you use the vocabulary and concepts from each theory, underline each the first time they appear. This will help you see how much of the theory you are actually using. You will lose 2 marks for neglecting to underline. Use lots and lots of the course vocabulary.

**2. Application:** explanation and discussion of one of the application to individual differences (chapters 11-14) This includes:

male-female differences

stress, adjustment and health differences

cultural and ethnic differences

love and hate (we may not cover this in class but you can still use it).

**3. Assessment:** Choose 2 of these suggested assessments and use them to postulate some assessments of the subjects' personality. You may add others to the list as well. Explain and describe the assessments, discussing strengths and weaknesses. It will be important for you to read as much outside material as you can on each of these assessments, in order to be able to use it with sensitivity and intelligence. A very important point: remember that your interpretations are YOURS and do not necessarily represent aspects of the subject. Include your data.

word association

inkblot test

interview

naturalistic observation

major events history

visual art or other projective materials

thematic apperception type test

early memories

study of birth order

sentence completion

life scripts/stories

Q-sort

draw-a-person test

journal

Note that questionnaires and internet quizzes are not on this list, since they already have been covered in first assignment.