

University of Evansville
Spring 2010

Course: PSY 467, Theories of Personality and Psychotherapy

Time and Place: 2:45-4:00 Tuesday & Thursday; HH120

Instructor: Mark Kopta, Ph.D.; HH 210: 488-2533/2520

Text: Carducci, B. J. (1998). *The psychology of personality: Viewpoints, research, and applications*. Cincinnati: Brooks/Cole.

Course Description: A survey of the major models of personality and psychotherapy is the focus for this course. The following models will be included: biological, psychoanalysis, humanistic, and behavioral. Prerequisite: Senior status and twelve hours of psychology including PSY 359.

Course Objectives: After completing the course the student should:

- 1) gain factual knowledge and learn fundamental principles, generalizations, and theories concerning the basic theories of personality as well as the psychotherapeutic approaches associated with them.
- 2) learn to apply course material to improve thinking, problem solving, and decisions.
- 3) develop skills, competencies, and points of view needed by professionals in the field of personality and psychotherapy.
- 4) have a better understanding of his/her own personality with regard to the basic theories of personality.
- 5) be able to communicate, in writing and in discussion, more effectively and creatively.
- 6) be able to give an effective, creative presentation.
- 7) be able to think more critically and creatively.

Course Evaluation:

- 1) **Five examinations** will be given. There is no final comprehensive examination. Each exam will include only material covered since the previous exam.
- 2) Each exam will consist of approximately 50-85 multiple-choice, true-false, and matching items covering both the textbook chapter and lecture material (see Lecture Notes Packet). ***The exam covers all material in the Lecture Notes Packet and points made by the professor during class lectures/discussions that are emphasized on the blackboard. You are responsible for no other material regarding the five examinations.***

3) Four other evaluation criteria are included:

a) A **final term paper** is required. The term paper will be the written product of an interview and personality analysis of an individual of your choice. Students will interview their subject in teams of two. See Final Term Paper section of this syllabus for details.

b) Two of six possible **reaction papers** associated with course readings and discussions are also required. The papers must be submitted on the day of the discussion session. Reaction papers will be graded "Satisfactory" (S) or "Unsatisfactory" (U). If a student achieves two S's, he/she will receive +2.0% added to the final grade average. One U (and 1 S) earns +.5%. Two U's earns -5.0% subtracted from the final grade average. See p.6 for further reaction paper criteria.

c) **Personality Assessment Presentation.** Each student team is required to give a 15-20 minute presentation which consists of a condensed personality assessment of the subject who is the source for your final paper. The presentation should include the following topics: description of subject, developmental history (relationship with parents and siblings, relationship with peers in grade and high school), test results, responses to at least one third of the interview questions (see Term Paper Requirements section in this syllabus), and summary of the personality based on one of the personality theories covered in the course.

The presentations will begin on April 1 and be given intermittently through April 27.

The student team will receive -2.5% to +2.5% added to the final grade average for the course. Failure to do a presentation will be -10.0% from the course final grade average.

d) **Extra credit class presentations. (.5% to 1.5% added to final grade average).** Each student may choose to give a 10-15 minute class presentation. The presentation will be a choice of two topics:(a) a "picture" of your personality based on your responses to at least half of the list of interview questions(see p.1 of Term Paper Requirements)or (b) an assessment of yourself using at least three instruments (e.g., Eysenck Personality Inventory, Myers-Briggs Type Indicator, Behavioral Health Measure) and including a report of the results along with your opinion about how the results may or may not provide an accurate description of your personality. **EC presentations will be given on March 18.**

4) A total examination percentage is computed on the basis of total number of items answered correctly divided by the

total number of items for the five examinations. The student also receives a grade on his/her paper. A final percentage score is computed and converted to a final grade according to the following procedure.

a) Weights for computing final grade

Total examination percentage = .75
Project paper = .25

b) Final grading scale

92-100%	A	77-79	C+
90-91	A-	70-76	C
87-89	B+	68-69	C-
82-86	B	60-67	D
80-81	B-	0-59	F

c) As an example*:

Exam #1 = 39 correct/50 items	Term paper = 95.0%
Exam #2 = 44 correct/50 items	Reac. papers (all S's) = 2.0%
Exam #3 = 45 correct/50 items	Extra credit presentat. = 1.5%
Exam #4 = 48 correct/50 items	Personality asses. pres. = 2.0%
Exam #5 = 49 correct/50 items	
225 correct/250 items = 90.0%	

Final grade = $(90.0\% \times .75) + (95\% \times .25) + 2.0\%$ (reaction papers) + 2.5% (extra credit) + 2.0% (person. assess. pres.) = $95.7\% = A$

* Number of items in this example does not represent number of items which will actually be given on that particular exam.

- 5) DO NOT MISS EXAMS! If you do, notify me before the exam that you'll be absent or, if unavoidable, as soon as possible after the exam. **Make-up exams are given at my discretion; late notification of absence for exams or discussion sessions risks refusal for a make-up opportunity.** The make-up exam may not be of the same format as the original exam (i.e., may include essay questions). If a student fails or is not permitted to make up an exam or paper, the grade will be a zero (0) for that work and computed as such (i.e., 0% correct) in the calculation of the final grade.
- 6) **MAKE SURE YOUR FINAL PAPER IS TURNED IN ON MONDAY, MAY 3, 9:00 a.m.** If you fail to turn in your paper you will receive a zero (0) for that part of your grade. Late papers lose -5% from the grade for each day late.

- 7) All exams are subjected to statistical analysis to identify "unfair" items. Unfair items are those where 10% or fewer students get them correct. In such cases, all students will receive credit for items determined as unfair.
- 8) **HONOR CODE, IMPORTANT:** For all course examinations, projects, and papers, you are expected to adhere to the University's honor code. "I understand that any work which I submit for course credit will imply that I have adhered to the Academic Honor Code. I will neither give nor receive unauthorized aid nor will I tolerate an environment which condones the use of unauthorized aid." Failure to adhere will likely result in receiving an "F" for the course.
- 9) **Withdrawal Policies.** A course may be dropped without a designated grade during the first two weeks of a term of the regular academic year. From the third to the eleventh weeks, a grade of W is assigned. Discontinuance of attendance does not automatically constitute a withdrawal. Students failing to file a proper drop/add form by the appropriate deadline must complete classes for which they are registered or receive a grade of F. Withdrawal from a course after the deadline requires petition to and approval of the Admissions and Standards Committee and/or Vice President of Academic Affairs.
--Last day to drop without a grade or W for Spring 2009 is Friday, January 15.
--Last day to drop with a W grade for Spring 2009 is Friday, March 26.
- 10) **Incomplete Grade.** An Incomplete grade is given only when the student and professor agree to the conditions under which the Incomplete is allowed; this discussion should occur before the final exam for the course. Additionally, a date will be set as to when the required work must be submitted to the professor. **If this procedure is not followed, then the student may receive an F for course. If an Incomplete grade remains on the record for 1 year, it will automatically be changed to an F.**

Class Meetings: DO NOT MISS CLASS! Attendance is required and taken at each class meeting. If you miss initialing the sign-up sheet after it has been distributed, then you may not sign it late. You may miss 2 class periods for whatever reason without penalty; more than two absences results in a reduction of -4.0% from your final grade average for each additional class missed. Excused absences will be considered only in valid, documented circumstances. Each absence period must have separate documentation. This policy excludes tests, presentations, and discussion group meetings where no absences are expected; any missed presentation or discussion group is -4.0% from your final grade average.

Class Participation: ASK QUESTIONS! Questions and comments from students are expected. If you don't know, are confused, feel lost in the

material let me know--please. I intend to help you get through the course in good shape, but I need your help in giving me feedback about where you're having problems.

Office Hours: HELP IS AVAILABLE! Drop by my office or phone me. Formal office hours to counsel students about class work are as follows: M 9:00-3:00; Tu,Th 9:15-10:45; 12:15-1:45; Th 4-5; F 8-10:30. Other times can be scheduled by appointment. Or you may take a chance and drop by to see if I'm free at any particular moment.

Class Calendar:

Date	Topic (Carducci Chapter)
01/12 - 01/21	Introduction; Overview to the Study of the Person(1); Introduction to the Measurement of Personality (2); Eysenck's Trait Theory (9; Hall, Lindsey, & Campbell, on library reserve).
01/26	Reaction Paper #1. Group #1
01/28	Test #1
02/02 - 02/09	Psychoanalysis--Freud (3).
02/11	RP #2. Group #2
02/16	Test #2
02/18 - 03/02	Psychoanalysis--Jung (4).
03/04	RP #3. Group #3.
03/16	Test #3
03/18	Extra Credit Presentations
03/23 - 03/25	Phenomenological/Humanistic, Rogers (6); Maslow (7, 182-194).
03/30 Th.	RP #4. Group #1
04/01-04/06	Personality Assessment Presentations
04/08 Tu.	Test #4
04/13	Personality Assessment Presentations
04/15 - 04/22	Behavioral--Skinner, Wolpe (10).
04/27 Tu.	RP#5 (Group #2) and RP#6 (Group #3).
04/29	Final Exam--Test #5

PSYCHOLOGY 467
THEORIES OF PERSONALITY AND PSYCHOTHERAPY
REACTION PAPER POLICY

Requirements and Grading. Two of six possible reaction papers associated with course readings and discussions are required. The papers must be submitted on the day of the discussion session. Reaction papers will be graded "Satisfactory" (S) or "Unsatisfactory" (U). If you achieve two S's, you will receive +2.0% added to your final grade average. One U (and 1 S) earns +.5%. Two U's earns -5.0% off the final grade average. ***Unexcused absences from a reaction paper discussion session will be -4% calculated into the final grade. The reaction paper grade will be a U.***

Second Chance. You are permitted to revise one U paper and submit it for a better grade. When you submit the corrected paper, the original must be attached to it and your corrections underlined/highlighted on your revised paper. Corrections are due the following class after you received the original graded paper.

Grading Criteria. THE FOLLOWING ERRORS WILL RESULT IN A U GRADE:

- a. One incomplete sentence. Example: Which Tom decided not to buy.
- b. One run-on sentence (two sentences punctuated as one).
Example: Sheila tried to win the race however she fell during the last lap.
- c. Two misspelled words.
- d. A significant error in understanding the reading assignment.
- e. Inadequate coverage of the topic.
- f. Less than the required length of the paper, typically at least 2 double-spaced pages of text.
- g. There is no cover sheet that should include your name, course name and number, and professor's name.
- h. The paper is not stapled.
- i. The original or corrected paper is submitted late.

PSYCHOLOGY 467
THEORIES OF PERSONALITY AND PSYCHOTHERAPY

TERM PAPER REQUIREMENTS
SPRING 2010

The final paper is based on an interview and personality analysis of any individual over 40 years old. Please work with another student. For the interview—which should be no longer than 2 ½ hours—one student should interview and the other take notes; you should switch about every 30 minutes. The person interviewed must sign a consent form (see page) and be informed that his/her name will not be used in the paper and will only be known to the interviewers and this professor. Tell the person that you will be presenting his/her case in class; however, no identifying information will be revealed such as name, exact age, or occupation. The following questions should be included in your interview:

1. Tell me about the relationship with your father and mother during childhood and adolescence. Include instances of abuse and/or neglect.
2. Tell me about the relationship with your siblings during childhood and adolescence.
3. Tell me about the quality of your parents' marriage. Include instances of abuse, divorce, separation.
4. How did things go for you in grade and high school (grades, friends, activities)?
5. What were the 2 hardest decisions that you ever made?
6. Name up to 3 positive habits that characterize you.
7. If you could redo one mistake in your life, what would it be?
8. Name up to 3 negative habits that characterize you (e.g., smoking, pessimism, anger, pride, etc.).
9. What 2 things do you want most in life?
10. What do you fear most?
11. Name a person that you respect and admire. Why?
12. Tell me about your married life.
13. What do you like to do for fun?
14. What are the 2 biggest disappointments in you life?
15. Tell me about your best friend.
16. Tell me about your career.
17. How do you handle stress?

INTERVIEW SUGGESTIONS

1. Occasionally, reflect back to the subject what s/he has said—especially strong emotional points. Repeat the message in your own words. You do this to ensure that you understand what the subject has said and meant. Also, very importantly, timely reflection helps the subject to feel understood.

2. Ask open-ended questions; that is, questions that don't suggest a "yes" or "no" answer. For example, "How do you feel about your father?" is better than "Do you like your father?"
3. Use the subject's name as an anchor to help him/her keep in mind that s/he is the center of your attention; for example, Mrs. Smith, how did you get along in grade school?"

ASSESSMENT

Use objective tests to support your analysis of the subject's personality; these tests will be required—Internal-External Scale, Eysenck Personality Inventory, Myers-Briggs Personality Inventory, Q-Sort, and Behavioral Health Measure-20.

FORMAT OF THE PAPER

EACH STUDENT IS REQUIRED TO INDEPENDENTLY WRITE A PAPER. Your analysis must be based on one of the five personality theories covered in class or a combination of two approved by me. Your questions should be structured with the theory in mind. However, for all theories, a significant focus should be on childhood experiences (12 years and younger). Your paper should be at least 12 pages of text in length and no longer than 16 pages (excluding cover page, tables, reference page). It should contain the following sections; each section should have its appropriate heading. Pages must be numbered with a running head.

Introduction

Why did you choose the theory of personality? Give a brief overview of the theory including references.

Demographic Information

Fictitious first name, age, gender, race, occupation (fictitious if there is any risk of revealing the subject's identity, for example, mayor of Evansville), marital status, children (ages, gender), education.

Responses to the Questions

Paraphrase and quote the individual's responses to your questions.

Test Results

Provide raw scores, completed test materials, and interpretation of test results.

Personality Analysis Based on the Responses and Test Results

Provide an explanation of the personality dynamics with strong focus on

childhood experiences and significant focus on teenage experiences. Why and how did the subject develop his/her cognitive, emotional, and behavioral style?

Assessment of Interview Skills

Your paper should include a section assessing your interview skills based on your partner's feedback and your own impressions. For example, where do you need improvement and where were you strong?

What You Learned About Yourself Through This Experience

What did you learn from the interview that relates to your life—your challenges, your victories, where you are now, where you want to go, what you want to be?

References

You should provide at least 4 references (not including your text book) that relate to your theory. Web site references are not acceptable. To help you with your literature review, books will be organized and on reserve at the front desk in the library. References must be listed according to American Psychological Association format.

Signed Statement by Subject (with Address and Phone Number) that s/he Participated in the Interview. See next page.

*INTERVIEW AGREEMENT OF CONSENT AND CONFIDENTIALITY FOR PSY
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I, _____, CONSENT TO A
PERSONALITY INTERVIEW BY _____.

I UNDERSTAND THAT THE INFORMATION THAT I GIVE WILL BE
CONFIDENTIAL EXCEPT WITH REGARD TO

_____ (STUDENTS'
NAMES) AND DR. KOPTA. I CONSENT TO ALLOW INFORMATION ABOUT MY
LIFE AND PERSONALITY BE USED IN THE TERM PAPER AND
PRESENTATION THAT WILL BE WRITTEN BY THE STUDENTS AND
SUBMITTED TO DR. KOPTA. MY REAL NAME WILL BE OMITTED FROM
THE PAPER AND PRESENTATION AND ALSO MY OCCUPATION IF I
BELIEVE THAT IT MAY REVEAL MY IDENTITY.

PHONE NUMBERS _____

EMAIL ADDRESS _____