

PSY M16: PERSONALITY THEORIES

Originator

vboucquey

Co-Contributor(s)

Name(s)

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College

Moorpark College

Discipline (CB01A)

PSY - Psychology

Course Number (CB01B)

M16

Course Title (CB02)

Personality Theories

Banner/Short Title

Personality Theories

Credit Type

Credit

Start Term

Fall 2022

Catalog Course Description

Examines major topics in the field of personality psychology including theoretical approaches, assessment measures, and the philosophies and historical contributions of key figures to the study of personality. Includes topics such as psychoanalytic, neo-analytic, biological, behavioral, humanistic and existentialist, trait, interpersonal, cognitive, and interactionist theories and individual differences in personality.

Taxonomy of Programs (TOP) Code (CB03)

2001.00 - Psychology, General

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Advisories on Recommended Preparation

PSY M01 or PSY M01H and ENGL M01A or ENGL M01AH

Requisite Justification

Requisite Type

Recommended Preparation

Requisite

PSY M01 or PSY M01H

Requisite Description

Course not in a sequence

Level of Scrutiny/Justification

Content review

Requisite Type

Recommended Preparation

Requisite

ENGL M01A or ENGL M01AH

Requisite Description

Other (specify)

Specify Other Requisite Description

Recommended level of communication skill

Level of Scrutiny/Justification

Required communication/computation skill

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | discuss ways that the content from Personality Theories can apply to their lives by referencing core concepts, perspectives, and/or theories examined in this course. |
| 2 | demonstrate an understanding of perspectives, theories, and core concepts in Personality Theories. |
| 3 | recognize and understand the impact and value of diversity on Personality Theories research, theory, and application, including but not limited to: age, race, ethnicity, culture, gender, socioeconomic status, disability, and sexual orientation. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|----|---|
| 1 | delineate the concepts of personality listing the implications and cautions with each concept/definition. |
| 2 | describe and evaluate each of the various research methods/techniques used in the study of personality. |
| 3 | describe and evaluate each of the various tests commonly used in measuring/describing personality. |
| 4 | describe and evaluate the theories of the development of personality, its measurement, and its consistency/change over the life span. |
| 5 | detail the early (pre-Freudian) theories of personality. |
| 6 | describe the unique biographical background of each "modern" personality theorist and how his or her background and training influenced the development of his or her personality theory. |
| 7 | detail the structure of each individual's theory of personality and what makes it unique from other personality theories. |
| 8 | define the unique terms used by each personality theorist in his or her theory. |
| 9 | explain the parts of each personality theory as to how they relate to the individual in his or her life situation. |
| 10 | evaluate each personality theory as it relates to the fields of psychopathology and psychotherapy. |
| 11 | identify the similarities and differences among the theories. |
| 12 | differentiate among the different "schools" of psychology and their view of personality. |

Course Content**Lecture/Course Content**

1. (15%) Introduction
 - a. Personality: The Concept - Implications and Cautions
 - b. Research Methods and Techniques
 - c. Personality Tests
 - d. Personality Over the Life Span
2. (15%) Conclusion
 - a. Contrasting Personality Theories, Concepts, and Practitioners
 - b. Contrasting Personality Schools and Approaches
3. (10%) The Trait Approach to Personality
 - a. Gordon Allport: Individual vs. Cardinal Traits
 - b. Raymond B. Cattell: Central vs. Source Traits
4. (5%) The Existential School of Personality
 - a. Rollo May: Existential Psychology
5. (5%) The Cognitive School of Personality
 - a. George A. Kelly: Psychology of Personal Constructs
 - b. Albert Bandura: Social Learning Approach
6. (5%) The Behavioral School of Personality
 - a. B. F. Skinner: Operant Conditioning
 - b. Ivan Pavlov: Classical Conditioning
 - c. John Dollard and Neal Miller: The Behaviorist Alternative
7. (5%) The Biological School of Personality
 - a. DNA, Genes, and Personality

- b. Darwin and Natural Selection
- c. Hans Eysenck: Introversion vs. Extraversion
- 8. (10%) The Humanistic School of Personality
 - a. Erich Fromm: Socio-Psychological Approach
 - b. Abraham Maslow: Self-Actualization Theory
 - c. Carl Rogers: Client-Centered Approach
- 9. (5%) Pre-Freudian Theories of Personality
- 10. (10%) The Psychoanalytic School - Sigmund Freud
- 11. (15%) The Neo-Freudians
 - a. Carl Gustav Jung: Analytical Psychology
 - b. Alfred Adler: Individual Psychology
 - c. Karen Horney: Interpersonal Neo-analytic Theory
 - d. Harry Stack Sullivan: Interpersonal Neo-analytic Theory
 - e. Erik Erikson: Ego Psychology

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
 Group projects
 Individual projects
 Journals
 Objective exams
 Oral presentations
 Quizzes
 Reports/papers
 Research papers
 Written analyses
 Written homework
 Classroom Discussion
 Projects
 Reports/Papers/Journals

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Case studies
 Class activities
 Class discussions
 Collaborative group work
 Distance Education
 Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Instructor-guided use of technology
 Internet research
 Large group activities
 Lecture
 Small group activities

Describe specific examples of the methods the instructor will use:

demonstrations, audio/visual presentations, class discussions, and small group activities to explain the course content. In addition, the instructor will model problem solving, and how to interpret and analyze research findings.

Representative Course Assignments

Writing Assignments

write a research paper that examines a significant contemporary issue or problem in personality psychology.

write a reflection paper describing the various factors influencing personality with connections to personality theories discussed in class.

write a paper comparing and contrasting the advantages and disadvantages of the different personality theories.

Critical Thinking Assignments

analyze a literary or film character in terms of personality content.

analyze case studies or vignettes related to personality psychology.

design an assessment of personality to be administered to the class and evaluate it according to psychometric properties.

Reading Assignments

read and study selected chapters from the textbook as well as the accompanying lecture notes; then, answer assigned questions.

read excerpts from original works by prominent personality theorists and then reflect on the contributions and limitations of the corresponding theories.

read a published APA style research report and then analyze the contents of the different sections such as Introduction, Methods, and Discussion.

Outside Assignments

Representative Outside Assignments

read articles, primary sources, or case studies related to major topics covered in personality psychology.

research a personality theorist discussed in the course and create a collaborative group oral and/or written report.

take personality tests or inventories and critically reflect on the results.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Long Beach	PSY 150	Personality and Social Behavior	3
UC Santa Cruz	PSYC 60	Introduction to Personality Psychology	5

Comparable Courses within the VCCCD

PSY V29 - Introduction to Personality Psychology

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
College of Alameda	PSYCH 3	Introduction to Personality Theory	3

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

B2. Social and Behavioral Sciences

Approved

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F1999

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

D Social Sciences

Approved

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA

Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 4: Social and Behavioral Sciences

Approved

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Classic Textbook

No

Description

Carver, Charles, and Michael F. Scheier. *Perspectives on Personality*. 8th ed., Pearson, 2017.

Resource Type

Textbook

Classic Textbook

No

Description

Larsen, Randy J., and David M. Buss. *Personality Psychology: Domains of Knowledge About Human Nature*. 7th ed., McGraw Hill, 2021.

Resource Type

Textbook

Classic Textbook

No

Description

Feist, Jess, Gregory Feist, and Tomi-Ann Roberts. *Theories of Personality*. 10th ed., McGraw-Hill Education, 2021.

Library Resources**Assignments requiring library resources**

Research, using the Library's print and online resources, on topics such as compare and contrast various theorists and their views of personality.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Read articles on psychological topics in popular magazines such as *Scientific American*, *Mind*, and *Time*. Then, using the Library's print and online resources, find the primary studies that were referenced in the magazine articles to determine if the secondary sources accurately summarized the methodology and results of the primary research studies.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussion boards will be used to encourage discussions among students where they can compare and contrast/discuss/analyze psychological topics involving such as correlation vs. causation; ethics in human research; and the replication crisis in psychology.
Synchronous Dialog (e.g., online chat)	Online office hours or online group discussions.
E-mail	Instructor-to-student and student-to-instructor contact for clarification questions, and student progress report.
Other DE (e.g., recorded lectures)	Internet websites, videos, recorded lectures, PowerPoint presentations, and lecture notes.
Face to Face (by student request; cannot be required)	Face-to-face meetings with students as needed by student request outside of classroom for clarification, questions, and student progress reports.
Video Conferencing	One-on-one meetings with students by request for clarification, questions, and student progress reports. Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via live video conferencing. This would be equivalent to on-line office hours. Also, the instructor may choose to present a lecture to the students via video conferencing.
Telephone	One-on-one meetings with students by request for clarification, questions, and student progress reports.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussion boards will be used to encourage discussions among students where they can compare and contrast/discuss/analyze psychological topics involving such as correlation vs. causation; ethics in human research; and the replication crisis in psychology.
Synchronous Dialog (e.g., online chat)	Online office hours or online group discussions.
E-mail	Instructor-to-student and student-to-instructor contact for clarification questions, and student progress report.
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Telephone	One-on-one meetings with students by request for clarification, questions, and student progress reports.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussion boards will be used to encourage discussions among students where they can compare and contrast/discuss/analyze psychological topics involving such as correlation vs. causation; ethics in human research; and the replication crisis in psychology.
Synchronous Dialog (e.g., online chat)	Online office hours or online group discussions.

E-mail	Instructor-to-student and student-to-instructor contact for clarification questions, and student progress report.
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Telephone	One-on-one meetings with students by request for clarification, questions, and student progress reports.

Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

PSYCHOLOGY

Review and Approval Dates

Department Chair

03/23/2021

Dean

03/24/2021

Technical Review

09/02/2021

Curriculum Committee

10/19/2021

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

11/01/2021

Control Number

CCC000432855

DOE/accreditation approval date

MM/DD/YYYY

