CO611: THEORIES OF PERSONALITY

Summer 2014
Course Syllabus

June 27-28; July 18-19; Aug. 15-16
Fridays: 6:30 p.m. to 9:30 p.m.
Saturday: 8:30 a.m. to 4:30 p.m.

INSTRUCTOR: F. MORGAN ENRIGHT, PH.D

Course Location:
Gordon-Conwell Theological Seminary - Charlotte
14542 Choate Circle
Charlotte, NC 28273

Office Hours: Negotiated as needed via e-mail

Email: fenright@gordonconwell.edu

Theme Scripture: So then, just as you received Christ Jesus as Lord, continue to live in him, rooted and built up in him, strengthened in the faith as you were taught, and overflowing with thankfulness. Colossians 2:6-7

* All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns should be addressed with the instructor(s).
CO611: THEORIES OF PERSONALITY

“The meeting of two personalities is like the contact of two chemical substances: if there is any reaction, both are transformed.”
— C.G. Jung

PURPOSE:
Theories of personality are concerned with enduring sets of traits and tendencies that determine both commonalities and differences in human behavior and experience. This course provides a broad introduction to major historical and contemporary theories of personality, including psychoanalytic/psychodynamic, social/life-span, humanistic, and cognitive/behavioral perspectives. Theories will be presented and critiqued in regards to a Biblical anthropology as well as their clinical applications. Course objectives will be met through a combination of lecture, videotapes, experiential exercises regarding course content, and classroom discussion.

GORDON-CONWELL MISSION:

Article 2: To maintain academic excellence in the highest tradition of Christian scholarship in the teaching of the biblical, historical and theological disciplines. Theological education, which is properly done within and for the Church, ought to function with rigor and academic integrity. The seminary, therefore, must provide an environment within which teaching and learning can best occur and encourage high levels of scholarly competence and research in its faculty.

Article 3: To train and encourage students, in cooperation with the Church, to become skilled in ministry. The Church and the seminary share the goal of seeing knowledge, skills and experience integrated in the person who ministers. Through the courses and the practica/internships, a combination of careful training and supervised experience in counseling ministries are pedagogical practices essential to achieving that goal.

RELATIONSHIP TO THE CURRICULUM:
CO611 – Theories of Personality relates to the broader MACC in the following ways:
1. The course reinforces content from other core Bible and theology course requirements, emphasizing a nuanced appreciation of a Biblical anthropology. A Christian worldview on the nature of personhood provides a framework for critiquing modern personality theories.
2. It provides an understanding of various perspectives on the contributing variables in the shaping and development of the individual’s personality in their broader social-ecological system.
3. The theories of individual personality provide the foundation of understanding the therapeutic models that stem from each theory.
4. The student is asked to consider how insights gained from a deeper understanding of personality will enhance their clinical skills and interventions.
5. It provides content students are required to master in order to become licensed professional counselors and/or licensed marriage and family therapists, and contributes to the students’ ability to meet the curricular requirements for licensure.
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COURSE OBJECTIVES:

1. Understand the basic concepts and principles of each theoretical perspective of development (CACREP II.G.3.a&b)
2. Evaluate principal personality theories through the lens of a Biblical anthropology
3. Appreciate how personality theory relates to clinical counseling (CACREP II.G.3.c&h)
4. Develop nuanced understanding of disorders of personality (CACREP II.G.3.f)
5. Relate the theories to one's own development, characteristics, and behaviors
6. Understanding effects of crises and other traumatic events on the development of the individual (CACREP II.G.3.c)
7. Understanding formational factors that lead to growth and resilience of the individual autonomously and within relationship (CACREP II.G.3.d)

COURSE REQUIREMENTS:

Required Texts:


Course Assignments:

All written assignments should be written in APA style and should be double-spaced.

1) Annotation of all three textbooks. Following each reference using APA style, indicate the number of pages read. Provide a brief summary of the reading (one double-spaced page for each book for three pages total).

   **Due: Uploaded onto Sakai by 11:00p.m., August 29, 2014.**

2) Three brief reflective papers.

   **Each paper should be at least three but no more than four pages. These papers will be graded for critical thought, cohesive writing, and integration of the texts.**
A. **Defense Mechanisms:** Please review the list of defense mechanisms found on the resource page in Sakai. Describe and give examples of at least three defense mechanisms that pertain to you. Consider these questions when describing them: What purpose do they serve? How adaptive or destructive are they? How did they develop within you? Answer the same questions for someone else whom you know well who uses different defenses on the list.

**Due:** Uploaded onto Sakai by Thursday, June 26th at 11:00 p.m.

B. **Elements of your personality:** Take the IPIP long version of the five factor model: [http://www.personal.psu.edu/~j5j/IPIP/](http://www.personal.psu.edu/~j5j/IPIP/)

Report and describe your scores on the 5 broad domains of the FFM. Pick a facet from each of the domains on which you score highly. How do you think each of these facets depicts you? Using Beck’s text, offer reflections of your FFM score and how it describes you. How may God be using your personality in his kingdom? Please reference the text.

**Due:** Uploaded onto Sakai by Thursday, July 17th at 11:00 p.m.

C. **Personality Disorders:** Pick a historical figure that you believe has at least some features of one of the personality disorders discussed in your text. Discuss which personality disorder they were most likely to have and why. Indicate whether you think all or some of diagnostic criteria for the disorder is met. Also indicate why you think this person wasn’t a better candidate for another personality disorder. Please reference the text.

**Due:** Uploaded onto Sakai by Thursday, Aug. 14th at 11:00 p.m.

***A grading rubric for each paper will be posted to Sakai two weeks before the course starts.***

3) The final exam will be a take home exam will cover lecture notes, *Millon* text and certain chapters from the *Beneath the Mask* text. More information will be discussed in class.

**Due:** Uploaded onto Sakai by Monday, Aug. 25th at 11:00 p.m.

**Document naming conventions:**

All documents should be uploaded onto Sakai by **11:00 p.m. of the due date**. It should be named with the convention of: student name, course number, and assignment name.

EX.: Smith, Mary; CO611; Annotated Bibliography

**CLASS PARTICIPATION:**

Meeting times are as follows: June 27-28; July 18-19; Aug. 15-16

Fridays: 6:30 p.m. to 9:30 p.m. & Saturday: 8:30 a.m. to 4:30 p.m.

Attendance and full participation is expected during all class meetings. If you miss up to three hours of class for any reason, you can either choose to:
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1. Have five points deducted from your final course grade
or
2. Submit an annotation for an additional 500 pages of reading pertaining to course content as well as making up any pertinent assignments related to missed content to be decided by professor.

EVALUATION:

Annotated bibliography 15%

Paper 1 15%
Paper 2 15%
Paper 3 15%
Final Exam 40%

GRADING SCALE:

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<th>Score Range</th>
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COMMUNICATION:

E-mail: fenright@gordonconwell.edu
Office hours: e-mail for an appointment

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<th>Course Assignment</th>
<th>Expected Time Commitment (hrs)</th>
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<tr>
<td>Class attendance</td>
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<tr>
<td>Annotated Bibliography reading and prep</td>
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<tr>
<td>Completion of 3 reflective exercises</td>
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<td>Studying for and taking final exam</td>
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<tr>
<td>Total time spent on course</td>
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COURSE OUTLINE**

Weekend 1
Friday
PM: Introduction of the course and overview of the basic concepts of personality

Saturday
AM: Foundational models of personality formation
12:00 – 1:30 PM: Lunch
PM: Continuation of the foundational models of personality formation

Weekend 2
Friday
PM: Overview of personality disorders

Saturday
AM: Exploration of personality disorders and their etiology
12:00 – 1:30 PM: Lunch
PM: Integrating Biblical perspective into conceptual understanding of personality disorder

Weekend 3
Friday
PM: Exploring effects of crises and trauma on the development of the individual

Saturday
AM: Formational factors that foster growth and resilience
12:00 – 1:30 PM: Lunch
PM: Integrating personality theory into the practice of clinical counseling and theological perspective

** A more detailed course outline will be posted the week prior to the course beginning.
Syllabus Addendum

Academic Standards
Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

ADA Policy
The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations, should petition the seminary in accordance with the stated guidelines in the Student Handbook.

Cancellation of Class
In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancelation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

Extension Policy
Arrangements for submission of late work at a date on or before the “last day to submit written work,” as noted on the seminary’s Academic Calendar, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams.

However, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the “last day to submit written work.” Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

Grades
Faculty have six weeks from the course work due date to submit a final grade. Grades are posted on-line within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades (unless instructed otherwise). Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office.
Returned Work
Submitted hard-copy course work will be returned to the students if they provide a self addressed and postage-paid envelope with their final work. Work submitted without the appropriate envelope will be destroyed after the grade has been assessed and issued.
Human growth and development provides an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

a. theories of individual and family development and transitions across the life span;

b. theories of learning and personality development, including current understandings about neurobiological behavior;

c. effects of crises, disasters, and other trauma-causing events on persons of all ages;

d. theories and models of individual, cultural, couple, family, and community resilience;

e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;

f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and

h. theories for facilitating optimal development and wellness over the life span.