Course Syllabus

Instructor: Kelly Breen Boyce, Psy.D.
Office: 209
Phone: (704) 527-9909

Class Times: June 5-6, June 26-27, July 24-25 of summer 2015

Email: kboyce@gordonconwell.edu
Office Hours: By Appointment

Course Description: An overview and critique of the historical and contemporary theories of personality development.

Gordon Conwell Mission:
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.

Relation to the Curriculum:
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 in various states.

Objectives (Knowledge and Skills Outcomes):
- Understand the basic concepts and principles of each theoretical perspective
- Evaluate principal personality theories through the lens of a Biblical anthropology
- Appreciate how personality theory relates to clinical counseling
- Develop nuanced understanding of disorders of personality
- Relate the theories to one's own personal and professional development, characteristics, and behaviors

**Course Content:** 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.

**Methods of Instruction:** Course objectives will be met through a combination of lecture, videos, experiential exercises regarding course content, and classroom discussion.

**Required Text(s):**


**Recommended Readings:**


**Course Requirements/Assignments:** All assignments completed for the MACC Degree should be written in APA style.

1. **Annotated Bibliography:** Annotation of all three textbooks. Annotated bibliographies consists of three elements: 1. Citation in current APA style format 2. A summary of the source’s major themes 3. Your own statement/s evaluating the quality of the source. While annotated bibliographies are not specifically addressed in the Publication Manual of the American Psychological Association, 6th ed., the following website is a helpful resource: https://owl.english.purdue.edu/owl/resource/560/01/ Following each reference using APA style, indicate the number of pages read. Write a one-page, single-spaced page for each textbook. Include a tally of the total number of pages read on the cover page. In summary, the annotated bibliography should include one
2. **Three brief reflective papers/exercises:** Each paper should be approximately three to four double-spaced pages.

   a. **Defense Mechanisms:** A particularly clinical useful aspect of Freudian thought is the concept of defense mechanisms. Spend some time in reflection and contemplation, being receptive for insights into which defense mechanisms you use most regularly. What purpose do they serve? In what kinds of circumstances are you most tempted to use them? How adaptive or destructive are they? Describe and give examples of at least two or three defense mechanisms, as they pertain to yourself. Answer the same questions for a client or someone else whom you know well. *Due: Uploaded onto Sakai by Friday, June 5 at 5:00PM*

   b. **Personality Disorders:** This is a creative endeavor, rather than reflective or academic. Choose one particular personality disorder and create an artifact that demonstrates the idiosyncratic cognitive, emotional or spiritual style of someone with that particular disorder. Possible examples may include: Journal entries, a piece of art work, a YouTube video (what kind of video would a person with narcissism create?), a short story, a prayer, a devotional. Considering Luther’s 95 theses as a prototype, what would a person with dependent personality disorder construct as crucial theses, for example? Evaluation will be based on creativity and how well the artifact constructed reflects the unique facets of the particular personality disorder. *Due: Bring to class and/or upload onto Sakai on Friday, June 26 at 6:30PM*

   c. **Elements of your personality:** What are three core attributes or elements of your personality? What are three adjectives that you would use to describe yourself? Be as specific as possible. To what do you attribute these attributes (temperament, faith, early experiences, loss, culture, geography, etc.). How stable or dynamic are they? At least one of these descriptors should be a facet that you would like to change or one with which you are less than satisfied. Utilizing Jung’s idea of the shadow archetype would be useful in exploring this undesirable aspect of your personality. *Due: Uploaded onto Sakai by Friday, July 24 at 5:00PM*

3. **Final exam:** The exam will be take-home and will cover personality disorders (lecture notes and Millon text) and certain chapters from the Beneath the Mask text. More information will be discussed in class. *Due: Post-marked, scanned or delivered to the seminary by August 24, 2015 at 5:00 PM.*

**Document naming conventions:** All documents (with the possible exception of exercise #3) should be uploaded onto Sakai and should be named with the convention of student name, course number, assignment name.

For example: the annotated bibliography for this course may be named:  
Smith, Mary; CO611; Annotated Bibliography
Evaluation:

Annotated bibliography 15%
Brief Paper 1 15%
Brief Paper 2 15%
Brief Paper 3 15%
Final Exam 40%

Class Participation: Meeting times are as follows: Fridays from 6:30 to 9:30 and Saturdays from 8:30-4:30 on the following weekends: June 5-6, June 26-27, July 24-25. Please note that because there is no chapel during the summer semester, class starts at 6:30 as opposed to 7:00PM.

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 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.

Grading: Final letter grades will be assigned based on the following distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>73-76</td>
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<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<td>D</td>
<td>63-66</td>
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<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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</tbody>
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Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Nature of personality; Sibling position; Theoretical Foundations of Freud, Jung, Object Relations, etc.; Jung and dreamwork; Assessment of personality</td>
<td>The entire Beneath the Mask text should be read by the first class meeting. Begin reading the Personality Disorders text.</td>
<td>First reflective exercise due on Friday, June 5.</td>
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<td>June 5-6,</td>
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<td>2015</td>
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<td>Module 2</td>
<td>June 26-27, 2015</td>
<td>Disorders of personality; including DSM-5 criteria, biological bases, personality manifestations, treatment considerations</td>
<td>The entire <em>Personality disorders in modern life</em> should be read by Friday, June 26. Begin reading from the Beck text.</td>
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<tr>
<td>Module 3</td>
<td>July 24-25, 2015</td>
<td>Existential &amp; Humanistic Theories, Biological factors, Trait Theories including the Big five, continuation of dreamwork</td>
<td>The entire <em>Jesus and personality theory</em> should be read by July 24.</td>
</tr>
</tbody>
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**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 number.
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

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. Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office. Faculty have six weeks from the course work due date to submit a final grade.

Returned Work

Work submitted through Sakai will be returned via Sakai since no hard copies will be turned in. Enclose a self-addressed, stamped envelope with any hard copy work submitted if you wish to have it returned.

Virtual Writing Center

Free assistance in writing papers is available to students through the Virtual Writing Center at Gordon Conwell. The Virtual Writing Center is staffed by Gordon Conwell graduates, or writing tutors with specialized knowledge in writing and/or ESL. Generally, this service is available to students who have completed or are currently enrolled in one of the following three classes:

- CT500 (Introduction to Theological Research)
- CO501 (Introduction to Counseling Research)
- IS502 (Theological Research and Writing)

If you enrolled in GCTS before Fall 2008, you were not required to take one of the three prerequisites above, and you may request access to the Virtual Writing Center. Also, ESL writing tutors are available to ESL students even if they are not currently enrolled in a degree program.
If you do not meet one of these qualifications, but feel you would benefit from using the Virtual Writing Center, contact us and we will evaluate your status. Email writingcenter@gordonconwell.edu for more information.