\textbf{CO611}  
\textbf{THEORIES OF PERSONALITY}  
\textbf{2013}  
\textbf{KELLY BREEN BOYCE, PSY.D.}  

“I have found it of enormous value when I can permit myself to understand another person... If I let myself really understand another person, I might be changed by that understanding”

Carl Rogers

\textbf{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.

\textbf{GORDON-CONWELL MISSION:}  
\textbf{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.

\textbf{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.
OBJECTIVES:

- 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 development, characteristics, and behaviors

COURSE REQUIREMENTS:

1. TEXTBOOKS:


2. ASSIGNMENTS:
   a. 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 5:00 August 30, 2013.**

   b. Three brief reflective papers/exercises will be assigned. Each paper should be approximately three to four double-spaced pages.
      1. **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 Monday, July 15 at 8:30 AM**

      2. **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 Thursday July 18 at 8:30 AM

3. **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 uTube 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 on Friday, July 19 at 9:00 AM

c. The final exam will be a take home exam and Exam 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 30, 2013 at 5:00 PM.

**Document naming conventions:**

All documents (with the 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

3. **CLASS PARTICIPATION:**

Meeting times are as follows: July 15-19, 2013 (Monday through Friday) from 9AM to 5PM

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

COMMUNICATION:
E-mail: kboyce@gcts.edu
Office hours: e-mail for an appointment

<table>
<thead>
<tr>
<th>Course Assignment</th>
<th>Expected Time Commitment (hrs)</th>
<th>Student’s actual time on task</th>
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<tbody>
<tr>
<td>Class attendance</td>
<td>30</td>
<td></td>
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<tr>
<td>Annotated Bibliography reading and prep</td>
<td>45</td>
<td></td>
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<tr>
<td>Completion of 3 reflective exercises</td>
<td>30</td>
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<tr>
<td>Studying for and taking final exam</td>
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<tr>
<td>Total time spent on course</td>
<td>135</td>
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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.