MAFT 543 - Personality Theory

Teacher	Dr. J. Sargent		
Semester	Fall	Duration	8 Weeks
Frequency	Every three years		
Credits	5 ECTS	Workload	150 Hours
Module format	Intensive		
Applicability	This Module is helpful in studying children and adolescents, marriage and family, family stress, and human sexuality. A knowledge of personality traits and tests will significantly enhance practical counseling courses.		
Course structure	See module and courses		
Contact time	40 Hours	Self-Study	110 Hours
Participation requirement	See access to the program		

Evaluation	**Evaluation**	**Hours**	**Weight**
	Phase 1	50	20%
	Reading & Reflection paper	50	20%
	Phase 2	40	55%
	Participation	30	5%
	Presentations	5	10%
	Exam	5	40%
	Phase 3	60	25%
	Research Paper	60	25%
	Total	**150**	**100%**
Content of the Module	An in-depth examination of the major theoretical approaches to the study of personality. Personality development, dynamics, and differences will be studied with special emphasis on the application of each theoretical view to the counseling setting.		

Learning Objectives	A. General Learning Objectives This course seeks to: • Give in-depth coverage of the major theorists, theories, and key concepts related to the study of personality development. • Consider appropriate criteria for the evaluation of each theory from a practical, multicultural, and spiritual perspective. • Explore the strengths and weaknesses of each theory and its relative applicability for diverse populations • Review personality development and theories of learning related to PreK–12 children and later adulthood. • Discuss theories in relation to counseling in both school and community settings. • Help students integrate theoretical concepts with theological principles to begin constructing a personal and professional orientation. B. Specific Behavioral Objectives As a result of the activities and study in this course, the students should be able to: • Demonstrate an understanding of major theorists, theories, and key concepts related to the study of personality development. • Critique the major theories from a Christian perspective and a diverse perspective. • Articulate their personal orientation in a position paper. • Demonstrate how various approaches can be applied in school and community settings. • Describe contemporary treatment methods based on the theoretical perspectives and approaches to guidance and counseling. • Identify the major approaches in personality research and complete a research paper on a selected theory. • Compare and contrast the various theories of personality as to their philosophical assumptions. • Compare and contrast the various theories of personality as to the amount and types of research generated.
Outline	• The nature of personality theory • Freud’s Psychoanalytic theory • Jung’s Analytic theory • Social Psychological theories 1. Adler 2. Horney 3. Fromm 4. Sullivan • Allport’s Theory of the Individual • Humanistic theories • Rogers • Maslow • Skinner’s Behavioral Theory • Personality theory and how it relates to guidance and counseling. • The Christian’s response to personality theories
Examination	See Evaluation

Core Literature	**Textbook:** Ryckman, R. (2012). Theories of Personality (10th ed.). Wadsworth Publishing. **Reading List:** Adler, A. (1964). Superiority and social interest: A collection of later writings. H.L. & R.R. Ansbacher (Eds.). Evanston, IL: Northwestern University Press. Adler, A. (1954). Understanding human nature. NY: Fawcett. Allport, G.W. (1955). Becoming: Basic considerations for a psychology of personality. New Haven: Yale University Press. Allport, G.W. (1961). Pattern and growth in personality. NY: Holt, Rinehart, and Winston. Bandura, A. (1977). Social learning theory. Englewood Cliffs, NJ: Prentice-Hall. Bandura, A. (1997). Self-efficacy: The exercise of control. NY: Freeman. Bowlby, J. (1998). A secure base: Parent-child attachment and healthy human development. NY: Basic Books. Buss, A. Personality: Temperament, Social Behavior, and the Self. Boston: Allyn and Bacon, 1995 Chodorow, N.J. (1989). Feminism and psychoanalytic theory. New Haven, CT: Yale University Press. Coleman, D. and Speeth, K. (1992). The Essential Psychotherapies. New York: New American Library Erikson, E. H. (1997). The life cycle completed: A review. NY: Norton. Eysenck, H. (1990). Biological dimensions of personality. In L.A. Pervin (Ed.), Handbook of personality: Theory and research. NY: Guilford Press. Fadiman, J. (2002). Personality and Personal Growth (5th Ed.). Prentice Hall Publishers Freud, S. (1946). The ego and mechanisms of defense. NY: International Universities Press. Funder, D. (1997). The Personality Puzzle. New York: W.W. Norton, 1997. Hergenhahn, B. R. (2004). Introduction to Theories of Personality, (6th ed.). Prentice Hall Publishers. Mayer, F. S. (2004). Personality: An Integrative Approach. Prentice Hall Publishers. Merrens, M. and Brannigan, G. (1997). Experiences in Personality: Research Assessment and Change. New York; John Wiley and Sons, Inc., Nye, R. (1993). Three Psychologies: Freud, Skinner, and Rogers. Monterrey, CA: Brooks/Cole Publishers Scroggs, J. (1994). Key Ideas in Personality Theory. New York: West Publishing,
Other information	