APPLICANT: Reginald Wood  
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COURSE ALPHA and NUMBER: PSY 260

COURSE TITLE: PSYCHOLOGY OF PERSONALITY

ESTIMATED NUMBER OF SECTIONS: Fall | Spring |

Is this request for a:  
☐ New Course  ☐ Modified Course  ☒ Existing Course

☐ Re-designation

Is this request for a:  
☐ Certification  ☒ Re-Certification. Date of last certification:

DIVERSIFICATION AREA DESIGNATION SOUGHT:

☐ DA (Arts)  ☐ DP (Physical Sciences)  
☐ DB (Biological Sciences)  ☒ DS (Social Sciences)  
☐ DH (Humanities)  ☐ DY (Laboratory)  
☐ DL (Literature and Language)

What percentage of the CONTENT of this course focuses on this diversification area? 95
What percentage of CLASS MEETINGS focuses on this diversification area? 95

1. Please explain how the course SLOs align with the diversification area’s hallmarks.

| DS.1   | uses the terminology of theories, structures, or processes in the social or psychological sciences; |
| SLO:   | Demonstrate knowledge of the different theories of personality, including each theory's |
| approach to personality development, assessment and change; |
| SLO:   | Critically evaluate and compare different theories. |
| Students are required to demonstrate their knowledge of theories and psychological processes on |
| both tests and written assignments, |
| DS.2   | involves concepts, models, practices, or issues of concern in the scientific study of these |
| theories, structures, or processes; |
SLO: Understand gender and ethnicity issues in personality.
SLO: Understand the respective strengths and weaknesses of different methodologies associated with personality research.
SLO: Express ideas and opinions clearly both orally and in writing.
A "scholarly paper" requires that students critically address concepts, models, practices, and issues in the study of personality.
DS.3 demonstrates inquiry that is guided by quantitative and/or qualitative methods employed in the scientific study of structures or processes of these sciences.
SLO: Apply the different approaches and methods to an analysis of the student's own personality.
Students use a variety of quantitative and qualitative instruments and methods to prepare an assessment of their own personalities.

Explanatory notes. The hallmarks (three for each designation) are posted on the HCC Intranet. In the text-box below, (a) re-state the hallmarks for the diversification designation you are seeking; (b) for each hallmark provide the course SLO(s) that meet each hallmark (statement of the SLOs and their numbers, e.g., SLO#1 should match what is given in the curriculum action form or course syllabus; and (c) explain how the SLO(s) meet each hallmark.

2. Explain assessment strategies you plan to use (or have used, in the case of recertification) to measure the degree to which students exit the course with the expected SLOs. If there are multiple sections of the course, please discuss how assessment will be carried through all sections.

The following assessment strategies are employed every semester.
Two objective examinations (mid-term and final) assess the student's knowledge of theories, methods, and research findings in personality; SLO: Demonstrate knowledge of the different theories of personality, including each theory's approach to personality development, assessment, and change. SLO: Understand the respective strengths and weaknesses of different methodologies associated with personality research.
Students perform a self-analysis using at least three different approaches to personality in order to gain self-knowledge within a cohesive framework. As part of this process, students complete and analyze assessment results using different test instruments. Test instruments that have been used in the past include the "Sentence-Completion Test", short versions of the Myers-Briggs Type Indicator, the BIG-5 Personality Test, and Snyder's Self-Monitoring Scale. Students are shown how to score and interpret their individual results. SLO: Apply the different approaches and methods to an analysis of the student's own personality.
Students write a scholarly paper addressing an important issue in personality. Some recent topics have included:
"Is biology destiny, as Freud asserted? How important are gender differences in personality?"
"How important is culture to the study of personality? How do Eastern approaches compare to Western theories of personality?"
"Walter Mischel, a "situationist", has asserted that personality does not determine behavior - situations do. Critically evaluate this assertion". SLO: Critically evaluate and compare different theories. SLO: Understand gender and ethnicity issues in personality. SLO: Express ideas and opinions clearly both orally and in writing.

Explanatory notes. For this question, provide a clear connection between the course SLOs (e.g., understand research methodology) with assessment strategies (e.g., quizzes, final project). For multiple sections of the same course, provide a plan for coordinating and assessing these SLOs across sections.
3. How have you used the assessment findings to modify or improve this course?

Item analysis of test questions identifies areas that students are having difficulty with. More class time is now devoted to the important statistical concepts of correlation, factor analysis, and meta-analysis. More emphasis is also being placed on the strengths and weaknesses of different methodologies.

Additional personality instruments are added each semester to assist students in their self-analyses. For example, students can assess their sensation-seeking tendencies on Zuckerberg’s SSS scale, which is available on the Internet.

New topics for the formal term paper are added to reflect new directions and trends in personality. e.g. the "Geography of Personality" and "Assess the current status of the reliability and validity of the Myers-Briggs Type Indicator and issues associated with its interpretation and use".

Explanatory notes. If this is a new course, enter “N/A” as an answer. Courses being re-certified should include a summary of how assessment strategies and measures (Question #2) were used to modify or improve the course. Again, if multiple sections of the course are offered, provide an explanation for review of assessment across sections.

Reminder: If this is an application for an EXISTING or MODIFIED course, please attach a copy of your course syllabus that includes information described in the instruction part of this form. If this is a new course proposal, please attach a copy of the Curriculum Action Proposal for a new course.

DIVERSIFICATION BOARD DECISION:

☐ Approved
   Re-Certification Due: __________________________

☐ Not approved
   If not approved, reasons for disapproval:
   ________________________________________________

Diversification Chair Signature: ___________________________ Date: ________________
PSYCHOLOGY 260    PSYCHOLOGY OF PERSONALITY

This course fulfills a requirement for the Academic Subject Certificate in Psychology at HCC. This course fulfills a social science requirement for the AA degree at HCC and a DS requirement for UH Manoa.

STUDENTS WITH DISABILITIES:

Students with disabilities may obtain information on available services online at www.honolulu.hawaii.edu/disability. Specific inquiries may be made by contacting StudentACCESS at 844-2392, by e-mail at accesshcc-l@lists.hawaii.edu, or by simply stopping in at StudentACCESS, located in Bldg. 5, Room 107.

Instructor: Reg Wood  PhD, MBA, Certificate of Respecialization in Clinical Psychology

VOICE MAIL: 845-9252
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E-MAIL: regwood@hcc.hawaii.edu or psywood@hotmail.com

Required Text: Theories of Personality  Schultz & Schultz  9th Edition

COURSE DESCRIPTION:

Psychology 260 is an introduction to theories of personality. It presents six different approaches: psychoanalytic; trait; biological; humanistic; behavioral/social learning; and cognitive and examines how each approach views the development, assessment, and change of personality. Material is presented via lectures, discussions, and demonstrations. Class attendance is required.
STUDENT LEARNING OUTCOMES:

Demonstrate knowledge of the different theories of personality, including each theory's approach to personality development, assessment, and change.

Critically evaluate and compare different theories.

Understand the respective strengths and weaknesses of different methodologies associated with personality research.

Apply the different approaches and methods to an analysis of the student's own personality.

Understand gender and ethnicity issues in personality.

Express ideas and opinions clearly both orally and in writing.

COURSE REQUIREMENTS:

Two objective examinations will assess the student's knowledge of theories and methods presented in the course.

A self-analysis that employs at least three of the six major approaches. The purpose is to gain self-knowledge within a coherent framework (see attached Guidelines).

A scholarly paper will address a particular topic (see attached list of some Suggested Topics). Each student will present a summary of his/her paper in class.
TOPICS TO BE COVERED:

Introduction to Personality – History and Concepts.

Methodology.

The Psychoanalytic Approach – Freud, Jung, Adler, Horney, Erikson & others.

The Trait Approach – Allport, Cattell, Eysenck & others.

The Humanistic Approach – Maslow & Rogers.

The Cognitive Approach – Kelly & others.

The Behavioral/ Learning Approach – Skinner, Mischel, Bandura & others.

The Biological Approach.

The Limited Domain Approach – Zuckerman & Snyder.

Current Issues in Personality.
SOME SUGGESTED RESEARCH PAPER TOPICS

1. Discuss the "blank slate", "noble savage", and "human nature" assumptions, including their implications for personality development and change.

2. Is biology destiny, as Freud asserted? How important are gender differences in personality? Remember that most theories of personality were written by men.

3. Summarize what is currently known about animal personalities.

4. Discuss the reliability and validity of the Myers-Briggs Type Indicator.

5. Alfred Adler argued that birth order is a significant contributor to personality development. Examine the current status of birth order research in personality.

6. Freud argued that personality development is largely complete by the age of 5 years. Discuss the evidence that supports and refutes Freud's notion of "historical determinism".

7. According to Freud, human behavior is the product of "unconscious" motivation. Discuss the current status of Freud's assertion.

8. Describe and evaluate the controversy over Freud's "seduction hypothesis".

9. How many traits are sufficient to describe normal and abnormal behavior? Discuss the current status of trait theory in psychology.

10. Walter Mischel, a "situationist", has argued that personality does not determine behavior - situations do. Critically evaluate this assertion.

11. Evaluate the sociobiological and evolutionary psychology approaches to personality.

12. How important is culture to the study of personality? How do Eastern approaches compare to Western theories of personality?
GUIDELINES FOR THE SELF-ANALYSIS

The self-analysis is a comprehensive summary of a single person. Since the subject of the analysis is YOU, you should also gain some insight and self-knowledge about the development and functioning of your own personality.

Begin with a brief autobiographical sketch WRITTEN IN THE THIRD PERSON. Include any information that you think affected your personal development. This sketch should take about 2 pages and must be IN NARRATIVE FORM. However, it may help to begin with a chronological list of items that you want to include and then construct your narrative around those items.

Your self-analysis must incorporate 3 different approaches to personality. For example, you might choose the psychoanalytic, sociocultural, and trait approaches. Next, you will want to examine data related to each approach. For example, you might choose the following measures:

   Incomplete Sentences Test (Psychoanalytic)
   Attachment Style (Sociocultural)
   Big 5 (Trait)

What do the results from each of these measures say about your personality? Are there any significant motives, themes, or patterns revealed in your sentence completions? What does it mean to have an "Anxious/Ambivalent" attachment style? What do high scores on "Openness to Experience" and "Neuroticism" indicate about your personality? Please include a copy of the data on which your analysis is based.

Please see the instructor if you have any questions or problems.