Syllabus for PY 7300A PERSONALITY: THEORY AND ASSESSMENT
3 Credits
Fall Term 2016 (8/29/16 – 12/19/16)
Course meets Mondays 8:45-11:30am

Course Description from AUNE Catalogue

This course will provide an overview of critical concepts, theory and knowledge about personality structure, dynamics, change and development. Using case examples, the assessment and diagnosis of personality will be explored through the integration of test data, interview, history, and theoretical understanding. The course is designed to facilitate the student's development of a viewpoint that can be related to treatment issues and concepts of health and maladaptive behavior. Specific theory topics include: drive theory; ego psychology; object relations theory; interpersonal theory; self- psychology; social constructivism; biological/evolutionary; and French post-structuralist and feminist perspectives on personality theory. The theories will be examined regarding issues of individual differences and group differences, including differences in culture, gender, sexual orientation, and social and economic class.

Additional Information:

The structure is primarily a lecture format with some time given to student participation in discussion. Time will be provided at the beginning of every class for questions, comments, thoughts, or concerns, before the instructor begins the lecture/discussion topic of the day. Students are strongly encouraged to ask questions and to make comments during the lectures. The discussion is based on the reading of both primary texts as well as secondary integration, which are assigned in advance.

Primary Competencies:
Scientific Foundations of Psychology: Personality
Assessment
Student Learning Outcomes

1. Student will be able to demonstrate knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity.

2. Student will be able to demonstrate knowledge, awareness, and understanding of other individuals as cultural beings.

3. Student will be able to demonstrate basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological application; demonstrate basic knowledge of the value of evidence based practice and its role in scientific psychology.

4. Student will be able to monitor and apply knowledge of self as a cultural being in assessment, treatment, and consultation.

5. Student will be able to demonstrate development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology.

Evaluation of Learning Outcomes

A) WEEKLY RESPONSE PAPER

For 12 of the 15 weeks, starting with the second week of class, each student will turn in a one-page paper in response to the readings for that week. The minimum length is one page, double-spaced. The maximum length is one page, double-spaced. If you go beyond the page limit, then that is something that you do, but it will not be necessarily read by the instructor. In the response paper you can use the readings for personal reflection, responsive writing, intellectual or moral debate, dialogue, or anything else that you choose (please try to refrain from summarizing the reading or doing a “book report”). You must name the readings you are using, but you need not do a reference page. Simply name the readings to which you refer--informally. The journal entry is due by 11:59 pm each Sunday and will correspond to the readings assigned for that week. All Response Papers are to be submitted electronically as attachments to tellenhorn@antioch.edu. Please type your name on each paper and label the attachment with your name. There will be no paper for the first and last class meetings.

B) FINAL COMPARED 12 PAGES OF RESPONSE, PLUS ONE SUMMARY
On the week of **December 12**, you will submit a final compilation of the 12 responses, along with one final summary response (Three pages) reflecting on your own learning over the semester, electronically to tellenhorn@antioch.edu.

C) **CLASS PARTICIPATION**

All students are expected to participate in class. During the large class meetings, you can participate by listening and/or talking. During class you can use a computer for the purpose of taking notes as well as looking up relevant material. Please refrain from any other form of computer use during class time. If you need to receive or send messages or emails, or if you are overcome with desire to shop or look at social media or anything else, we do take one break in the middle of class, so plan ahead and use that time for non-class related computer use. You are required to participate in small group discussions.

**Late submission of assignments**

*If you can anticipate a competing obligation* that will interfere with submitting an assignment on the due date, consider submitting it early.

*If you experience an unforeseeable emergency* (where “unforeseeable” means, well, what it means, and “emergency” means an event that would prevent a diligent student from submitting the assignment), then please speak with me about making an alternative submission arrangement.

*If you find yourself in a bind that a reasonable observer might conclude you should have foreseen and prepared for*, seek me out and we will talk about it—seems like a good time for learning about yourself.

Consistent with Antioch’s policy on “Incomplete” grades at the end of the semester, requests for an “Incomplete” will be considered at the discretion of the instructor, and generally only for circumstances in the “unforeseeable emergency” category. Please familiarize yourself with the Antioch policy.

**Attendance**

The attendance policy stated in the PsyD Handbook will be observed, concerning minimum attendance to earn credit for the course.

**Required Texts and Readings:**


**ISBN 13: 978-0-393-00142-6**

**ISBN: 0-393-00142-3**


**ISBN: 978-1-60918-494-0**

**ISBN: 978-0-465-01405-7**

**ISBN: 0-674-95361-4**


**Suggested Books and Readings:**


**Schedule of Topics and Assignments:**

1. **August 29:**

   **INTRODUCTION TO PERSONALITY THEORY AND ASSESSMENT**

   - Personality in class, culture, ethnicity, race, gender, and socio-political contexts.
   - Philosophical, epistemological, and methodological problems and assumptions.
   - Evidence-based theory: Evidence as process
     - Empirical, introspective/phenomenological, and clinical methodologies.
     - Use of “self-experience” in responding to theories: Responsive/reflective process
   - Personality theory and assessment in professional psychological practice (individuals, groups, systems, socially responsible action)

   **Required Reading:** (To be completed either before or after class)


Suggested Reading:


(2) September 12:

**WHY DIAGNOSIS? WHAT IS CHARACTER? PRACTICAL THEORY**
Overview of the theories explored in relationship to personality organization and character structure (within social/political/economic context)

**FREUD'S TOPOGRAPHIC PSYCHOANALYTIC THEORY OF PERSONALITY**

Section I: Introduction and overview.
Seduction theory, trauma, and the topographic model (uncs, prcs, cs systems)

Required Reading:


If you have time begin reading the following for next week:


**Suggested Reading:**


For your reference:
(The work of condensation 295-296
The work of displacement 296-32
The means of representation in dreams: 326-352
Considerations of representability: 353-362
Representation by symbols in dreams 363-413
Some examples-calculations and speeches in dreams: 414-433
Absurd dreams- intellectual activity in dreams 434-465
Affects in dreams 466-492
Secondary revision 493-512)


(3) **September 19:**

**FREUD'S STRUCTURAL PSYCHOANALYTIC THEORY**

Section II: Instinct and Representation: towards a Structural Theory

Society, innate characteristics, contemporary cognitive neuroscience of brain/mind structure and function, and personal integration.
Establish small groups for morning discussion for September 26

Required Reading:

Entire book including Introduction:


Suggested Reading:


(4) September 26:

8:45-9:45—Small group discussions: Conflict Theory in contemporary life
10:00 Whole class convenes.

EGO PSYCHOLOGY:  S. Freud, Anna Freud, and Heinz Hartmann
Adaptation, change, synthesis, structure, and agency.
Immigration, social change, and generational transmission of meaning and trauma

Required Reading:


**Suggested Reading:**


**(5) October 3:**

**EGO DEVELOPMENT: Erik Erikson and Margaret Mahler**

- Psychosocial personality development throughout the lifecycle.
- Interaction between the person and the environment over time.
- Forms and functions and the development of schemata.
- Maturational processes and social facilitation and determination.
- Cross-cultural and empirical studies of infants and children
- Psychology and social/political action: Social responsibility

**Required Reading:**


**Suggested Reading:**


6) **October 10:**

**OBJECT RELATIONS THEORY: Instinctual/organizational**

Melanie Klein: The Primacy of Instinctual Unconscious Life

Psychic organizations/positions, projective identification, introjections, part-objects, and psychic reality. A brief introduction to the work of Wilfred Bion.

**Required Reading:**


**Suggested Reading:**


7) October 17:

**OBJECT RELATIONS THEORY: Repression and dissociation/splitting**

W.R.D. Fairbairn: The primacy of the object
- Contemporary trauma theory and personality structure
- Dissociation and repression (you can have them both)
- Religious structures and theory manifestations (Jewish and Christian theories)
- Relational psychology and attachment (Introduction to attachment theory)

**Required Reading:**


**Suggested Reading:**


8) October 24:

8:45-9:45—Small group discussions: Object Relations in contemporary life

10:00 Whole class convenes.
OBJECT RELATIONS: FROM SUBJECT TO OBJECT TO SUBJECT: D.W. Winnicott

Independence in theory formation
Infant, childhood, and adult observation and clinical experience
Psychology as social action: popular use of psychology as primary prevention

Required Reading:


Suggested Reading:


9) October 31:

SELF PSYCHOLOGY AND INTERSUBJECTIVE THEORY: H. Kohut

Self cohesion and self maintenance.
Ideals, ambitions, goals and selfobject functions.
Microtraumas, compensatory mechanisms, and defenses.
Personality and addiction
Self and society: Race, class, sexual orientation and culture.

Required Reading:


Suggested Reading:


10) November 7:

INTERPERSONALIST THEORY: H.S. Sullivan
American interpersonalist tradition: Chicago school of social theory
Looking glass self, reflected appraisals, social cognition
Schizophrenia and social context

DIVERSITY IN THEORY AND FEMINIST THEORY: Benjamin, Stone Center, Lacan.

Required Reading:


Suggested Reading:

ISSN: 1085-7931

11) November 14:

ASSESSMENT OF PERSONALITY ORGANIZATION: BASIS FOR DIAGNOSIS (over two sessions: November 14 and 28).
Assessment of character structure, personality type, levels of organization (neurotic, borderline, psychotic), defenses. Interviewing and assessing personality organization.

Required Reading (for both November 14 and 28):


**Suggested Reading:**

Entire book (pick it up as you go along through the semester)


**12) November 28:**

**ASSESSMENT OF PERSONALITY ORGANIZATION: BASIS FOR DIAGNOSIS**  
(continued from November 12)

Interviewing and assessing personality in a variety of contexts (psychotherapy, intakes, consultations, group process, work place, psychology training and supervision)

**13) December 5:**

**TYPES OF CHARACTER ORGANIZATION**

Psychopathic/Antisocial, Narcissistic (hard and soft skinned), Schizoid, Paranoid.

Small group exercises
Required Reading:


14) December 12:

**FINAL COMPILED RESPONSE PAPERS, PLUS ONE 3-PAGE SUMMARY RESPONSE DUE**

**TYPES OF CHARACTER ORGANIZATION**
Depressive and manic, Masochistic/Self-defeating, Obsessive and compulsive.

Small group exercises.

**Required Reading:**


**15) December 19:**

**TYPES OF CHARACTER ORGANIZATION**

Hysteric, dissociative
Differential diagnosis and character in context (occupational, political, social, cultural, economic, minority status, gender and sexuality)

**Required Reading:**


**APPLICATION OF THEORY IN PRACTICE**

In class discussion, and small group exercise/projects

**Course Evaluation due (time provided in class to complete evaluations)**

**Student Academic Support Services**

**Support for Research & Audiovisual Services:**

The **AUNE Library** offers research support, both face-to-face and long-distance via telephone, email, Gchat, and Skype. Your librarian, Rachel Sperling, is available weekdays 9-4:30 and by appointment to discuss topics, research strategies, citation management, and more. For more information about the AUNE Library, visit our website: [http://www.antiochne.edu/library/](http://www.antiochne.edu/library/)

In addition to books, DVDs, and journals, the library has a large collection of audiovisual equipment available for checkout. For a complete list of AV equipment and borrowing guidelines, visit this page: [http://www.antiochne.edu/library/audiovisual-services/](http://www.antiochne.edu/library/audiovisual-services/)

Any research materials that the library does not own can be requested through our excellent Interlibrary Loan service: [https://antioch.illiad.oclc.org/illiad/logon.html](https://antioch.illiad.oclc.org/illiad/logon.html)
Support for Writing and Presentations:
The AUNE Writing Center, located in the library, offers free peer support for all parts of the writing process, including brainstorming and starting an assignment; organizing and structuring a draft; revising at the paragraph and sentence level; polishing near-final work; integrating your sources, and more. The AUNE Writing Center also supports Power Points, Prezis, Resumes, Cover Letters, and CVs.

- Support at the AUNE Writing Center is available in via face-to-face, phone, or Skype sessions. You can see our schedule, make appointments, and access resources at the Writing Center website, [http://www.antiochne.edu/writingcenter/](http://www.antiochne.edu/writingcenter/).

- For written feedback on writing, you can submit your work to the Virtual Writing Center, which operates out of Antioch Seattle and is available to all AU students. You can submit a paper to the VWC at [http://www.antioch.edu/vwc/](http://www.antioch.edu/vwc/) and you will receive a response in 24-48 hours.

Support for Students with Disabilities:
Office of Student Disability Services
Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution’s programs and services. Students are encouraged to do this as early in the semester as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the semester.

For more information, please contact Fran Ziperstein, Director of Student Disability Services at fziperstein@antioch.edu or leave a message at 603 283-2438. The Office for Student Disability Services is located across from conference room 1C.

Antioch University Policies: Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one’s own academic efforts and respectful treatment of the academic efforts of others. All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy and the Student Conduct Policy. To access academic, student, and other university policies available online: [http://aura.antioch.edu/au_policies/]