

PERSONALITY PSYCHOLOGY — PSY 258

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DISCLAIMER: This class is web-enhanced, which means some your work will be submitted or done online. This will allow more time in class, lessen the impact of paper waste on the environment, and help to prepare you for other courses in which technological skills are needed. You may be taking online quizzes and submitting papers through the Blackboard system. If you have any problems or hesitations about the technology involved, please contact me as soon as possible in the beginning of the semester or feel free to enroll in a more traditional course instead.

BLACKBOARD: Go to <http://bcc.blackboard.com> or to my website for a direct link. Login by typing your entire first-name_lastname (no spaces) under “Username” and your birthdate in the mmddyy format (no spaces/dashes) under “Password.” *Note the username that you use for your BCC email is what you want to use for Blackboard. If you have numbers after your username in your email, you would use it in Blackboard as well.* You will be asked to change your password after logging in the first time.

COUSE DESCRIPTION This course will explore the major theoretical approaches and current research findings in the study of personality. Biological, social, and cultural influences will be explored.

TEXT BOOK You will be using an online textbook and OTHER ONLINE RESOURCES for this course as your text. Dr. C. George Boeree, from the Psychology Department at Shippensburg University developed this textbook. You can access the textbook at <http://webspace.ship.edu/cgboer/perscontents.html>. It is STRONGLY recommended that you print out appropriate chapters to bring to class and to study from. We will also be using information from other websites and sources. They are all listed on my WEBSITE, not Blackboard.

You are responsible for reading each chapter/website before it is covered in class so you are prepared to discuss it and to participate in class projects.

COURSE OUTCOMES Understand and apply contemporary and historical theoretical perspectives that provide a general personality theory.

Describe the various assessment methods and empirical approaches used in the psychology of personality.

Describe the development of personality and the concepts of self and identity.

Define and identify the importance of individual traits in the development of an individual's personality, as well as in the study of personality.

Describe the biological and social influences in the development of personality.

WORKLOAD EXPECTATIONS / HOMEWORK

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three-credit course that meets for three hours a week should expect to spend an additional six hours a week on coursework outside the classroom. If you are not doing well in this course, this is the first thing to look at. To ensure your success in this class, start the course with this level of effort and modify, if needed, as the semester continues.

Homework, for this course, is defined as any work required to complete assignments or to **master course material**. Using this definition, you always have homework. In addition to completing required assignments, you need to master the material we cover in class and in the text. Just reading the text and being in class does not guarantee that you understand the material. **It is your responsibility to master this material**, but you can see me for assistance at any time. Study suggestions are given on my website; I can provide additional assistance if you see me during my office hours.

EVALUATION

1. There will be four (4) in class Unit Tests. Questions will come from lecture, your textbook, and other materials given by the instructor. Exams will consist of multiple-choice questions. Tests are done on scantron sheets, so you are expected to bring pencils to class with you. I will NOT have a pencil for you to use.
2. Make-ups will be granted IN EXTREME EMERGENCIES or if advanced notice is given. A written explanation from student is required before consideration for make-up will be given. Do not ask to take a make-up without having the written explanation
3. You will complete one Annotated Bibliography. Details about this assignment are listed in the syllabus.
4. You will complete one Course Project. Details about this assignment are listed in the syllabus.
5. You may complete several other assignments during this semester which are designed to give you a complete understanding of the field of Personality Psychology. Assignments will be listed on the website, in Blackboard or given out in class.

GRADING

Your grade in this course will be based on your performance on assignments and quizzes/ tests, not on your effort. You will NOT have opportunities to “redo” tests or assignments; make sure you put your full effort into each test and assignment the first time. Your grade will consist of points earned from Unit Tests and Assignments.

Final grades will be given on the following scale: A=90-100%, B+ =87-89%, B=80-86%, C+ = 77-79%, C=70-76%, D=60-69%, F=59% & below. Grades of “W”, “X”, or “I” will only be given in accordance with college policies as described in the college handbook. In order to receive an “X” or an “I” grade, the student must be making satisfactory progress.

ATTENDANCE

Everyone is expected to attend ALL classes. Please contact instructor by email or voice mail as soon as you are aware that you will miss class. Excessive unexcused absences are not acceptable. You are responsible of all material covered during your absence. *Find someone now who can give you missed notes and assignments.*

**ACADEMIC
INTEGRITY**

Any one of the following acts constitutes academic dishonesty: cheating, fabrication or other misconduct in research, plagiarism, and facilitating academic dishonesty. Plagiarism includes copying or paraphrasing another's words, ideas, or facts without crediting the source; submitting a paper written by someone else, either in whole or in part, as one's own work; or submitting work previously submitted for another course or instructor. Any form of academic dishonesty will result in academic consequences and possible other sanctions. All acts of academic dishonest are reported to the college and will be tracked in a college-wide database.

CONTACTING THE INSTRUCTOR

Office Location - 314 Academic Bldg., Pemberton Campus
Office Hours - Mon. 12:30 – 1:30 (Briggs Rd.)
Tues. & Thurs. 8:30 – 9:30 (Acad 314)
Wed. 10:00 – 11:00 (Briggs Rd.)
Fri. 11:30 – 12:30 (Briggs Rd.)
Advising Hours - Mon. 10:00 – 11:00 (Briggs Rd.)
Wed. 9:00 – 10:00 (Briggs Rd.)

Use the Book Now link on my website to make Advising and Office Hour Appointments.

Phone - (609) 894-9311 or (856) 222-9311 x1251
Email - dvandergrift@bcc.edu
Home Page - www.donnavandergrift.com

EMAIL POLICY

It is easiest to contact me by email. When using email to contact me, please use the following guidelines. **In the subject line, you must include your full name and the course and section number.** Complete sentences, including appropriate capitalizations and punctuations, must be used in the body of the message. Be clear in your message; specify if you need something from me or if you are just informing me of something.

I will check my email during the work week frequently. I will return your emails within two business days. You are expected to check your BCC e-mail account and your Blackboard account frequently. Important course messages are sent ONLY to those accounts. These messages could directly impact your grade.

EXTRA CREDIT

Extra credit can be earned by attending one or more activities hosted by the college, which relate to the psychological concepts or theories of this course. A one-page typed summary for each activity must be submitted to receive 5 points. Be sure to include how it relates to the course. Extra credit is only available to students who are attending class regularly and have completed assignments and tests as required. **Extra credit cannot change a failing grade to a passing grade.**

TENTATIVE SCHEDULE/GRADING

If changes in tests or assignments occur, the points needed for each grade may change.

Percentages will not change.

	<u>Date</u>
Test 1: Introduction/ Trait Theories (50-75 pts.)	Week of 2/7
Test 2: Psychoanalytic/Behavioral Theories (50-75 pts.)	Week of 2/28
Test 3: Cognitive/Humanistic Theories (50-75 pts.)	Week of 4/3
Test 4: Biological Theories/New Perspectives (50-75 pts.)	Exam Week
Annotated Bibliography (50 pts.)	3/7
Course Project (100 pts.)	4/18 Throughout Semester
Other Assignments	

Grades are calculated through the points earned on each assignment and tests. Percentages are then taken from the points you have earned divided by the total points in the course.

Points Earned	Final Percentages	Letter Grade
350 – 315	100 - 90	A
314 – 305	89 – 87	B+
304 – 280	86 – 80	B
279 – 270	79 – 77	C+
269 – 245	76 – 70	C
244 – 210	69 – 60	D
209 and below	59 – 0	F

COLLEGE POLICIES AND SERVICES

College Policies

In order for students to know their rights and responsibilities, all students are expected to review and adhere to all regulations and policies as listed in the College Catalog and Handbook. These documents can be accessed at www.bcc.edu/publications. Important policies and regulations include, but are not limited, to the following:

- College Attendance Policy
 - Students are required to attend all class, clinical, laboratory, and studio sessions for the full duration of each such instructional session.
- Grading Standards
 - ◊ Withdrawal (W) and (ST) and Incomplete Grades (I & X)
 - ◊ A student may withdraw from a course and receive a grade of “W” up to the end of the ninth week of classes in a semester or up to an equivalent time in a given term. Students who wish to withdraw must complete a withdrawal form and return it to the Registration office. Students who fail to withdraw and stop attending will receive a ST grade.
 - ◊ In order to receive an “X” (Extended Incomplete) or an “I” (Temporary Incomplete) grade, the student must be making satisfactory progress.
- Student Code of Conduct
- Academic Dishonesty/Plagiarism and Civility
 - ◊ Any one of the following acts constitutes academic dishonesty: cheating, fabrication or other misconduct in research, plagiarism, and facilitating academic dishonesty.
- Use of Communication and Information Technology

Student Success Services

www.rcbc.edu/student-services

RCBC offers a variety of free services for its students including those listed below. Descriptions of these services, as well as many others, can be found in the College Catalog and Handbook and on the RCBC website at www.rcbc.edu/publications.

Academic Advisement (<http://www.rcbc.edu/advising>)

- The Office of Academic Advising helps students with the selection of academic majors, placement testing information, general programmatic questions, as well as assistance with WebAdvisor, academic amnesty, student-instructor advocacy, and the like. Academic advising is available through walk-in sessions, appointments and e-advising.

Career Services (<http://www.rcbc.edu/careers>)

- RCBC's Career Services Center provides a full range of free career resources and assistance to students and alumni. Career Services has an online job board with on and off campus positions as well as internships. Make an appointment to receive assistance with resume and cover letter writing or preparing for an interview. Student can also take a career assessment and meet with a career counselor to identify a career path and choose a major.

Educational Opportunity Fund (EOF) (<http://www.rcbc.edu/eof>)

- The EOF Program is dedicated to providing access to higher education for students who have the potential and demonstrated motivation to succeed in college, but who have not been able to realize their potential because of their economic background. The program is comprehensive in its approach and ensures student success by providing financial assistance and special support services.

Financial Aid (www.rcbc.edu/financialaid)

- RCBC has a comprehensive financial aid program that includes scholarships, grants, loans and work-study opportunities to assist students in meeting college costs.

International Students Office (<http://www.rcbc.edu/international>)

- o The International Office oversees compliance and responsibility of financial support, academic progress and immigration status with the United States Citizenship and Immigration Service (USCIS). The International Office provides academic advising and cross cultural services as well as acts as the USCIS liaison. The office also provide programs and activities for international and foreign-born students to help provide a comfortable cultural adjustment period.

Library/Integrated Learning Resource Center (ILRC) (<http://www.rcbc.edu/library>)

- o The Integrated Learning Resource Center, located on the Pemberton campus, and the Library located on the Mount Laurel campus, offer a variety of resources to academically support our students. Both libraries are staffed with professionals ready to assist students with their research both on and off campus.

Office of Veteran Services (<http://www.rcbc.edu/vets>)

- o The Military Education and Veteran Services Department at RCBC offers assistance to military-affiliated students. While primary emphasis is placed on education, information and assistance is also provided to students and community residents for veteran, military and military-dependent educational benefits.

Student Support Counseling (<http://www.rcbc.edu/cpit>)

- o RCBC recognizes that attending college, paired with life circumstances, can be stressful and overwhelming at times. Student Support Counseling is available to provide students with the support and referral services needed in order to become productive members of the college community. Counseling services are confidential and free of charge to currently enrolled students.

Test Center (<http://www.rcbc.edu/testcenter>)

- o The RCBC Test Center provides testing services to the college community. Test Centers are located on the Pemberton and Mt. Laurel campuses.

Transfer Services (<http://www.rcbc.edu/transfer>)

- o The Transfer Center assists students in developing academic plans for graduation from BCC and transfer to four-year colleges and universities. The College has formal transfer agreements with many schools throughout the region and across the country and these are designed to facilitate the transition from BCC to baccalaureate programs. Students interested in transferring to four-year schools need to start their planning as early as possible in their academic careers.

Tutoring Center (<http://www.rcbc.edu/tutoring>)

- o RCBC offers free tutoring in a variety of disciplines for all currently enrolled students. Appointments are scheduled at the mutual convenience of the student and tutor; and, all tutoring takes place in designated locations on college property.

Office of Student Support and Disability Services

RCBC welcomes students with disabilities into the college's educational programs. Access to accommodations and support services for students with learning and other disabilities is facilitated by staff in the Office of Student Support (OSS). To receive accommodations, a student must contact the OSS, self-identify as having a disability, provide appropriate documentation, and participate in an intake appointment. If the documentation supports the request for reasonable accommodations, the OSS will provide the student with an Accommodation Plan to give to instructors. For additional information, please contact the Office of Student Support at 609-894-9311, ext. 1208, disabilityservices@bcc.edu, or <http://www.rcbc.edu/studentssupport>.

General Paper Guidelines

All assignments should have an APA title page that includes your name, the instructor’s name, the course number and section, date and a title. Papers should use 12 point, normal font with one-inch margins, and be double spaced. It should include an APA reference page and citations within the paper. **APA format is required.** Your English 101 handbook gives detailed information on reference pages and proper citation. On the Internet, the sites, <http://owl.english.purdue.edu/Files/34.html> and <http://www.psychwww.com/resource/apacrib.htm>, have very helpful documents that are easy to read and understand. You can also find resources on my website. Papers should be submitted as an Attachment in the course Blackboard Assignment function. Only use Word or RTF format when saving your document. Use your name in the title of your document when you save it.

BEWARE: Any paper found guilty of plagiarism will receive a ZERO. Plagiarism includes copying or paraphrasing another's words, ideas, or facts without crediting the source; submitting a paper written by someone else, either in whole or in part, as one's own work; or submitting work previously submitted for another course or instructor

Annotated Bibliography

Using professional, psychological journals (e.g. Journal of Personality and Social Psychology and Journal of Personality, not Psychology Today or a website online. If you did not find it through EbscoHost, check with the instructor first before using it in your assignment.), find two articles which relate to ONE TOPIC in Personality Psychology and write an annotation for each article. Each article must be a research article, which means that it is describing a research study. It also should have been published no earlier than 2000.

Each annotation should include;

Bibliographic information in APA style;

A short synopsis of the article content which includes:

the hypothesis, the variables and how they are measured, the subjects, the methods, and the results.
(Statistical analyses should NOT be included.)

A paragraph evaluating the research.

An annotation is simply a summary of a book, article, or some other written source. A bibliography is a list of sources on a particular topic. Put together, an annotated bibliography is a list of sources on a topic that offers a summary for each source. Each annotation performs two functions, describes and evaluates the research. Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research. You will need to understand the details of the research you are reviewing then you will summarize and explain the research in your own words so that a classmate would understand it. You must be very careful not to plagiarize in this assignment. You should be paraphrasing the authors’ words. Only use direct quotes if you really need to. You are limited to two sentences quoted in each annotation.

Each annotation should be approximately two pages in length and double spaced. This assignment should have an APA title page that includes your name, the instructor’s name, the course number and section, date and a title. The bibliographic information for each article should be at the top of the page on each annotation. The paper should be written using 12 point, “normal” font with one-inch margins. You will be uploading your paper on Blackboard as an Attachment in the course Blackboard Assignment function. Only use Word or RTF format when saving your document. Use your name in the title of your document when you save it. You will also submit a PDF copy of each research article.

You will be graded on the following elements:

Title Page	_____/ 5
Annotated Bibliography	
Description of research	_____/ 30
APA Format	_____/ 5
Spelling/Grammar/Clarity	_____/ 10
Total	_____/ 50

Course Project

Personality Application Paper

The purpose of this paper is to apply personality theories to a fictional character or non-fictional public (well-known) person. You will choose a famous individual from real-life or a main character from a movie or a book for purposes of application of personality theories as analytical tools. The work will be summarized in a paper in which the personality of this individual is examined in depth through the lens of different personality theories from different theoretical perspectives (psychoanalytic, behavioral (learning), humanism, trait, cognitive, or biological). The first page of the paper is a brief summary of the individual and a summary of their life or the plot and the role the character plays in the book or movie. The idea is to realize how the different perspectives inevitably construct a different picture of human nature and functioning--that it can be helpful to have multiple perspectives to "see" the person most clearly. Sources used must be from scholarly books, journal articles, or qualified websites. Textbooks from other sources are not acceptable. Check with me before using a website. This is a strict requirement... significant points will be deducted for inappropriate sources. You may use other sources once you have fulfilled the minimum number of scholarly sources.

APA format is required. If you do not know it, you will need to learn it. There are a number of resources that can help you with the APA style of formatting and writing research papers. Your English 101 handbook gives detailed information on reference pages and proper citation. On the Internet, the sites, <http://owl.english.purdue.edu/Files/34.html> and <http://www.psychwww.com/resource/apacrib.htm>, have very helpful documents that are easy to read and understand. You can also find resources on my website.

Title page

Your name, course number, instructor, date and a title to your paper should be at the beginning of your paper.

Introduction

Tell the reader what to expect in the paper and give a summary of the character's role and the plot of the story or a short biography as it relates to the theoretical applications you have chosen to use. This should be approximately 1 page. More explanation of the character will most likely occur in the body of the paper.

Body

You need to apply three theories to your character, and you should have at least two to three pages per application. Two theories must be from different theoretical perspectives. This section should be organized and informative, illustrating how this character's personality can be explained by each theory. Be sure to cite all ideas that are someone else's and/or are not common knowledge. Make sure you understand and use proper citation procedures. Plagiarism is a serious offense.

Conclusion

Summarize your findings in an organized fashion. This should be approximately 1 page.

Reference page

List your sources in appropriate APA format.

Papers will be approximately 8 pages (no less than 6 pages and no more than 10 pages) long using at least 2 scholarly sources in addition to the text and a professional biography of the individual being studied or the primary source referring to the fictional character. Paper should be submitted as an Attachment in the course Blackboard Assignment function. Only use Word or RTF format when saving your document. Use your name in the title of your document when you save it.

Course Project
Psy 258 – Psychology of Personality

Personality Application Paper

You will be graded on the following elements:

Title Page	_____ / 5
Content	
Theoretical Application	_____ / 40
Intro / Conclusion	_____ / 15
Source Quality	_____ / 5
Clarity of Expression	
Spelling / Grammar	_____ / 10
Organization	_____ / 10
APA Format	
Reference Page	_____ / 10
Citation	_____ / 5
Total	_____ / 100

Plagiarism

Plagiarism is a form of academic dishonesty in which an individual submits or presents the work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when excerpts are used in paragraphs or essays, the author must be acknowledged using an accepted format for the underlying discipline. References and bibliographies must be complete. Plagiarism exists when all or part of an essay is copied from an author, or composed by another person, and presented as original work. Plagiarism also exists when there is inadequate recognition given to the author for phrases, sentences, or ideas of the author incorporated into an essay.

Plagiarism on this assignment will result in failure for that assignment and may result in further disciplinary action, including but not limited to failure for the course. Please refer to the [Student Handbook](#) for additional information regarding plagiarism and College regulations.

Course Expectations

The purpose of this agreement is to ensure that students and instructors can engage in learning, teaching, and understanding in an appropriate educational atmosphere. Please carefully read the following student and instructor responsibilities and keep this information with your class materials.

Student Expectations/Responsibilities:

- Attend all classes, be on time, and remain in class (If you must be absent, it is your responsibility to notify instructor and contact classmates for notes and assignments). Attendance does not mean just showing up; it is expected that you will take an active part in class discussion and exercises. It is assumed that you have registered for this course because you have time to dedicate to learning and attending the course. If other obligations will prevent you from attending the lectures and taking advantage of these opportunities then it may be best to retake this class when you have the time to dedicate to this course.
- Do not disrupt class activities (i.e. electronic devices, conversations with classmates, etc.). Students in this class have paid for the opportunity to learn. It is your choice whether you take advantage of this opportunity, but it is unacceptable if affect others' ability to learn. If you continue to disrupt the class, you will be asked to leave.
- Communicate with instructor about concerns or problems in a timely fashion. Issues may come up at any time during the semester; I can provide many possible solutions, but only if I know about your concerns/ issues.
- Be aware that acts of cheating, lying, and/or plagiarizing will not be tolerated. All students are expected to maintain the highest standards of academic integrity. There will be *no* explanations accepted for plagiarism, cheating, presenting false information, or any other acts which suggest a student has not fulfilled their academic responsibilities in this course. Anyone involved in any act of plagiarism, cheating on exams or course assignments, or having an electronic device out during an exam, will minimally receive a failing grade on that assignment/exam, and may also receive a failing grade for the course, or be suspended or expelled from the college.
- Treat classmates and instructor with respect and civility, and adhere to BCC's Code of Conduct and Civility Code as stated in Student Code. All people, viewpoints, and opinions are welcome in this course, and so it is important for everyone to express their views and opinions in a respectful and non-judgmental manner.

Instructor Expectations/Responsibilities:

- Treat students with respect and civility.
- Be prepared for all class presentations.
- Conduct class with enthusiasm.
- Provide a learning environment that is diverse and enriching.
- Grade assignments and tests objectively; return assignments in a timely fashion.
- Be available to assist students in their effort to succeed in this course.

Personality Psychology Course Outline

(This is a general outline. There will be more content covered in class.)

Introduction

1. Basic Assumptions Concerning Human Nature
2. Definition of Personality
3. Major questions a theory attempts to answer
 - A. Developmental-Historical Question
 - B. Predictions-Consistency Question
 - C. Uniqueness-Generality Question
 - D. Content/Process Question
4. A Good Theory
 - A. Utility
 - B. Internal Consistency
 - C. Comprehensive
 - D. Parsimonious
 - E. Utility
5. Potential Pitfalls
 - A. Ethnocentrism
 - B. Egocentrism
 - C. Dogmatism
 - D. Misunderstanding
 - E. Evidence
6. Basic Assumptions
 - A. Freedom ... Determinism
 - B. Unconsciousness ... Conscious
 - C. Holism ... Elementalism (Reductionism)
 - D. Heredity ... Environment
 - E. Changeability (Optimistic) ... Unchangeability (Pessimistic)
 - F. Proactivity (Personal) ... Reactivity (Situation)
 - G. Homeostasis ... Heterostasis
 - H. Uniqueness...Universality
 - I. Continuous...Discontinuous Development
 - J. Cultural Determinism...Cultural Transcendence
 - K. Early...Late Development

Psychoanalytic Theory of Freud

1. Sigmund Freud
2. Theoretical Principles
 - A. Psychic Determinism Unconscious Mind
 - B. Dynamic Nature - homeostasis
 - C. Closed System
3. Basic Concepts and Process
 - A. Levels of Unconscious
 - 1) Conscious
 - 2) Preconscious
 - 3) Unconscious
 - B. Instincts

- 1) Life Instinct – Eros
- 2) Death Instinct – Thanatos
- C. Personality Structure
 - 1) Id
 - 2) Ego
 - 3) SuperEgo
4. Developmental Stages
 - A. Oral
 - B. Anal
 - C. Phallic
 - D. Latency
 - E. Genital
5. Anxiety and Defense Mechanisms
 - A. Repression
 - B. Denial
 - C. Reaction Formation
 - D. Projection
 - E. Displacement
 - F. Sublimation
 - G. Regression
 - H. Rationalization
6. Application of his Theory
7. General Evaluation
 - A. Contributions
 - B. Limitations

Jung and Adler

1. Carl Jung
 - A. Analytical Psychology
 - B. Three Parts of the Mind, or Psyche
 - 1) The Ego
 - 2) The Personal Unconscious
 - 3) The Collective Unconscious-Archetypes
 - C. Dynamics of Personality
 - 1) Principles of Opposites
 - 2) Principles of Equivalence
 - 3) Principles of Entropy
 - D. Other Concepts
 - 1) Transcendent Function
 - 2) Self
 - 3) Complexes
 - E. Application
 - 1) Personality Assessment - Functions and Attitudes
 - F. Evaluation
2. Alfred Adler
 - A. Individual Psychology
 - 1) Teleological Approach
 - B. Motivations
 - 1) Striving For Superiority
 - 2) Inferiority Complex

- 3) Organ Inferiority
- 4) Compensation
- C. Social Interest
- D. Style of Life and Psychological Types
 - 1) Ruling
 - 2) Getting
 - 3) Avoiding
 - 4) Socially Useful
- E. Parenting
 - 1) Pampering
 - 2) Neglect
- F. Birth Order
- G. General Evaluation

NeoFreudians

1. Erik Erikson
 - A. Theory of Ego Development
 - B. Epigenetic Principle
 - C. Stages of Development
 - D. General Evaluation
2. Karen Horney
 - A. Basic Anxiety and Hostility
 - B. Neurosis
 - 1) Moving Towards Others
 - 2) Moving Against Others
 - 3) Moving Away from Others
 - C. Self
 - D. General Evaluation
3. Harry Stack Sullivan
 - A. Interpersonal Theory
 - B. Dynamism and Personification
 - C. Influences of Interpersonal Communication
4. Erich Fromm
 - A. Freedom
 - 1) Authoritarianism
 - 2) Destructiveness
 - 3) Conformity
 - B. The Basic Needs
5. Other Ego Psychologists
 - A. Melanie Klein
 - B. Margaret Mahler

Phenomenological Theory of Carl Rogers

1. Carl Rogers
 - A. Person-Centered Theory - Basic Principles
 - 1) Self-Actualization
 - 2) Organismic Valuing process
 - 3) Positive Regard
 - 4) Positive Self Regard and Conditions of Worth
 - 5) Self-Concept

- 6) Congruence vs. Incongruence
- 7) Fully Functioning Individual
- B. Client-Centered Therapy
 - 1) Congruence
 - 2) Empathy
 - 3) Respect

Humanistic Theory of Maslow and Kelly

- 1. Abraham Harold Maslow
 - A. Theory
 - B. Hierarchy of Needs
 - 1) The physiological needs
 - 2) The safety and security needs
 - 3) The love and belonging needs
 - 4) The esteem needs
 - 5) Self-actualization
 - C. Neurosis
- 2. George Kelly's Personal Construct Theory
 - A. Human as Scientist
 - B. Constructive Alternativism
 - C. Fundamental Postulate and 11 Corollaries
 - D. Emotions

Learning Theory

- 1. Behavioral theory emphasis
- 2. Reinforcement Theory - B.F. Skinner
 - A. Radical
 - B. Operant Conditioning and Reinforcement
 - 1) Definition
 - 2) Reinforcement
 - 3) Extinction
 - 4) Schedules of Reinforcement
 - 5) Shaping
 - 6) Punishment
 - C. Personality Theory
 - 1) Behavior
 - 2) Token economy
- 2. Classical Conditioning – Pavlov
 - A. Basic Theoretical Concepts

Social Cognitive Viewpoint

- 1. Julian Rotter's Expectancy-Value Theory
 - A. Needs
 - B. Locus of Control
 - C. Interpersonal Trust
- 2. Albert Bandura and Social Learning Theory
 - A. Reciprocal determinism
 - B. Observational learning / Modeling
 - 1) Attention

- 2) Retention
- 3) Reproduction
- 4) Motivation
- C. Self-Efficacy
- D. Self-regulation
 - 1) Self-observation
 - 2) Judgment
 - 3) Self-response
- 3. Walter Mischel
 - A. Cognitive Social Learning Personal Variables
 - 1) Competencies
 - 2) Encoding Strategies
 - 3) Expectancies
 - 4) Subjective values
 - 5) Self-Regulatory Systems and Plans
 - B. Application

Cognitive Theorists

- 1. Albert Ellis
 - A. Basic Tenets
 - B. ABC Theory
 - C. Absolute Musts
 - D. Cognitive Restructuring
- 2. Aaron Beck
 - A. Cognitive Restructuring / Cognitive Behavior Therapy
 - B. Automatic Thoughts
- 3. Martin Seligman
 - A. Learned Helplessness
 - B. Pessimism
 - C. Learned Optimism

Trait Theories

- 1. Gordon Allport
 - A. Basic Assumptions
 - B. Basic Concepts
 - C. Traits
 - 1) Cardinal Traits
 - 2) Central Traits
 - 3) Secondary Traits
 - D. Application and Evaluation
- 2. Raymond Cattell
 - A. Basic Assumptions
 - B. Basic Concepts
 - C. Traits
 - 1) Surface Traits
 - 2) Source Traits
 - D. Application and Evaluation

Biological Theories

1. The Human Genome
 - A. Definition
 - B. The Human Genome Project
2. Behavioral Genetics
 - A. Goals
 - B. Heritability
 1. Definition
 2. Environmentality
 3. Misconceptions
3. Methods of Study
 - A. Family Studies
 - B. Twin Studies
 - C. Adoption Studies
4. Environmental Influences
 - A. Shared vs. Nonshared
 - B. Geneotype-Environment Influences
 1. Passive
 2. Reactive (Evocative)
 3. Active
5. Eysneck's Theory
 - A. Traits
 - B. Hierarchical Structure