

**SUPPLEMENTARY COURSE OUTLINE --PSYCHOLOGY 40506.0 A
Personality Theory and Behavioral Disorders - Winter Term, 2016**

Course Director – Professor Michael Luther

Room 277 BSB, 736-5125

e-mail: thornhillpsychologists@rogers.com

Thursdays 2:30-5:20 p.m.

Course Evaluations:		TERM %
Seminar presentations	-	25%
Class Participation and Discussions	-	25 % (Bonus pts. too)
Written Assignments (Paper)	-	50% <u>(Due Last Class)</u>

Required Text: Luther, M. G. et al. (2013) **Meeting the Human Challenge**. Concord: Captus Press.

Presentations (25% of term):

The student will present on features of a personality variable (traits/characteristics) that he or she has chosen for the written assignment. The student will discuss issues regarding the history, implications for treatment, accommodations in society, and problematic diagnosis of the personality chosen. Please use a multimedia approach wherever possible.

Participation (25% of term): Attendance is crucial; punctuality is necessary too.

Paper #2 (50% of term) is 15 to 20 pages. **Four psychological models must be used.** Relate to relevant first term's paradigms and controversies. The paper is due on **Last Class**. The paper must include various 'pros' and 'cons' regarding this aspect of personality, and a thesis with inclusions drawn from analysis. The paper should be done in **APA** style. Use of 'popular' internet website information should be strictly limited. The "text" chapters should be utilized where suitable (Therapies, TOM, Naturalistic, Autonomic, Psychopaths, etc. articles). Use proper headings and subheadings: **INTRO., HIST., COMPARISONS, THERAPY**, etc. See marking **RUBRIC!**

Seminar Presentations/CLASSES:

- 1) Term Orientation, Sign- up/ Personality Tests (Dr. Luther)
- 2) Tests and checklists of Personality
- 3) Authoritarianism/Leftist, Sadomasochism (Nazis), Altruism, etc.
- 4) Sexual Sadism /Masochism, Paraphilias, etc.
- 5) Hysteria/Histrionic personality, DID/MPD, Hypochondriasis
- 6) False memory syndrome *versus* Recovered memory syndrome, PTSD.
- 7) Borderline, Stockholm Syndrome, Zombies, Collaborators/Kapos
- 8) Psychopathic (APD), Sociopathic, Terrorist/"Jihadists".
- 9) Neuroses: Panic, Depression, Anxiety
- 10) Bipolar (or Hypomania), Cyclothymic, Child Manic Depression, etc.
- 11) Type A, Alpha-male, Narcissistic, Schizoid, Schizotypal, etc.
- 12) DSM 'The Rejects':. Criminal, Nympho, Casanova Complex , etc,

Term Paper #1 (See last page/rubric) (25%)

Model Comparisons:

The paper is 15-20 typed pages (APA style) on the Personality topic that is presented in class. The paper includes ‘pros’ and ‘cons’ regarding the etiological models. You must defend a thesis (about your chosen model) or reject it. **Internet info is strictly limited.** Link your “Theory of Mind” and “Naturalistic Biocentric Psychology” (Luther) chapters to your Conclusions. The list of **Headings** and **subheadings** (below) are crucial! Submit your readings with the paper. . This is **not** a journalistic-style essay, **nor** a polemic; be objective and **not** narrative in style. Due last class in December, 2015. (See **Rubric** at back of outline).

PLAN:

- A. **Introduction** to topic & thesis statement 1 page
- B. **History** of Theorist(s) 1 page
- C. **Main Ideas** of your chosen main model 2 pages
- D. **Comparisons of MODELS** (i.e., 3 other models needed), (i.e., similarities & differences).* 8-10 pages
- E. **Theory of Mind (Luther & Wagner) Link with YOUR model.** 1 page
- F. **Biocentric/Naturalistic Psychology (Reist & Luther)** 1 page
Link with your model.
- G. **Conclusions** **Pros and Cons of your model and others.** 2 pages
- H. **References** **APA style; reference every claim/fact.** 1- 3 pages

N.B: AVOID USING POP. INTERNET SITE MATERIAL! Use real books and articles.

* These are **not** just summaries of each model

TERM #1

PSYCHOLOGY 4050 6.0 A

PERSONALITY THEORY AND BEHAVIORAL DISORDERS

Thursdays 2:30 -5:30 P.M.

I. ORIENTATION

II.

Thursday , September 10 - “Evolutionary Roots” Lecture.

1. **Luther, M. & Wagner, G.** (2013) ‘Theory of Mind’ (in Luther text)
2. **Reist, D. & Luther, M** (2013) ‘Naturalistic Biocentric Psych.’ (in Luther text)
3. **Allen, J.C.** (2013) ‘Evolution’. (in Luther text)

Thursday, September 17 - The Psychodynamic Model of Personality

Lecture.

1. **Luther, M. & Gerber, J** ‘Uncertain Future of an Illusion’ (in Luther text).
2. **Funder D.** ‘Freud’ and ‘Jung’ chapters. (in their text).

Thursday, September 24 – Biocentric Psychology- POSSIBLE TRIP TO HOCKLEY VALLEY

1. **Reist, D. & Luther, M. (2013).** ‘Naturalistic Biocentric Psychology’, (in Luther text).

N.B.: Alternatively, there will be a ‘real’ study of Pioneer Village **in-situ**. Students will make a real 3-hr. visit to the site and take movies and photos of the premises. They will relate their experiences on the trip to the Naturalistic Biocentric chapter in the next class.

Thursday, October 1 - ‘Naturalistic Biocentric’ Model (in Luther text)

Relate trip(s) to this key chapter in the Luther textbook. The Pioneer Village students will do a presentation of their analysis in the class.

Thursday, October 8 - Early Trait Models

Funder, D. Adler, Mischel, Eysenck, (‘Trait’ chapters)

Thursday, October 15 Learning Theory Models (Skinner, Pavlov)

1. **Casaluce, D.** ‘IBI’ chapter (in Luther text)
2. **Funder, D.** ‘Learning Theory Models’ Chapter
3. **Rajan, A. & Luther, M.** ‘Dangerous Sex Addiction’ (in Luther text)

Thursday, October 22- Current Trait Theory (“Big Five” & “Five Factor”)

1. **Funder, D.** ‘Costa and McCrae’
2. **Endler, N.** ‘Holiday of Darkness’ (in Library or on loan in class)

Thursday, October 29 –Co-curricular ‘Day Off’ (NO CLASS)

Thursday, November 5 The Social Cognitive Models of Personality

1. **Funder ,D.** ‘Bandura’s model’
2. **Allen, J.C.** ‘Norman Endler’ (in Luther text)

Thursday, November 12 Cognitive Models (Ellis, Beck, Burns, etc.)

1. **Luther & Gerber** ‘Uncertain Future of an Illusion’ (in Luther text)
2. **Garnier & Sorge:** Beyond Trepanation: Cognitive Behavioural Therapy’ (in Luther text)

Thursday, November 19 DEPRESSION, ANXIETY, AND COPING

1. **Skye Stephan’s** ‘PTSD’ chapter (in Luther text)
2. **Endler’s** ‘Holiday of Darkness’ (1990 book on loan)

Thursday, November 26 Therapies

1. **Garnier & Sorge** Beyond Trepanation: Cognitive Behavioural Therapy’ (in Luther text)
2. **Luther, M. and Lazowski, B.** ‘Brief Family Therapy’ (in Luther text)
3. **Azer, P. and Andres, M.** ‘Transactional Analysis’ (in Luther text)
4. **Casaluce, D.** ‘IBI’ (in Luther text)

Thursday, December 3 Biological Causes of Illness

1. **Allen, J.C.** ‘Psychopathy’ (in Luther text)
2. **Luther, J. E.** ‘Meta –Analysis of Autonomic Reactivity’ (in Luther text)
3. **Raskauskis, E.** ‘My Life : Aspergers’ (in Luther text)

THE ESSAY FOR THE FIRST TERM IS DUE ON THURSDAY, DECEMBER 3.

ADDITIONAL REFERENCES WILL BE ADDED DURING THE COURSE THROUGHOUT THE YEAR. IN PRESENTING AND IN DOING THEIR PAPERS, STUDENTS ARE ENCOURAGED TO USE PRIMARY READING SOURCES FOR THE VARIOUS PERSONALITY MODELS (E.G., SKINNER, FREUD, JUNG, ADLER, GOLDBERG, ETC.) AND AVOID RATHER USELESS 'POP. PSYCH.' INTERNET INFO. OR MAGAZINE ARTICLES.

PSYCHOLOGY 4050.06 A
PERSONALITY THEORY AND BEHAVIORAL DISORDERS

FIRST TERM - FALL 2015

SEMINAR PRESENTATIONS

1. September 10 - Orientation – Dr. Luther
“Evolutionary Roots”
Naturalistic Psychology
2. September 17 - Freud’s Psychodynamic Model – Dr. Luther
- Jung’s Dynamic Model – Dr. Luther
3. September 24 - **TRIP TO HOCKLEY VALLEY**
4. October 1 - Biocentric/Naturalistic Psychology-Students
5. October 8 Early Trait Models - Students
(Eysenck, Adler, and Mischel)
6. October 15 - The Situationism Model of Personality – Students
(Skinner, Zimbardo’s Prison, Abu Ghraib Prison,
Bettelheim’s Concentration Camp)
7. October 22 - “Big 5” and “Five Factor Model” – Students
October 29 - Co-Curricular Day-off
8. November 5 - The Social Cognitive Models of Personality - Students
(Endler, Bandura, Magnussen)
9. November 12 - Cognitive Psych.: Emotions & Cognitive Therapy – Students
(A. Beck, A. Ellis, D. Burns, etc.)
10. November 19 - Depression, Anxiety, PTSD - Students
11. November 26 - Psychotherapies (CBT, etc.)
12. December 3 - Genetic/Biological Causes of Disorder-Students

FIRST TERM ESSAY DUE ON THURSDAY, DECEMBER 3, 2015

NAME: _____

‘CRITICAL’ PAPER MARKING SCHEME

POOR/FAIR/GOOD/V.GOOD/EXCELLENT/BRILLIANT

**BASIC
COVERAGE** _____

APA STYLE _____

CITATIONS _____

QUOTES _____

GRAMMAR/SPELLING _____

HISTORY _____

THREE MODELS _____

ORGANIZATION _____

THEORY OF MIND _____

NATURALISTIC Ψ _____

**FOCUS/
CLARITY** _____

CONCLUSIONS _____

**THESIS/
ARGUMENTS** _____

REFERENCES _____

POOR/FAIR/GOOD/V.GOOD/EXCELLENT/BRILLIANT

OVERALL MARK _____

Psych 40506.0
Supplemental Course Outline
Winter, 2016

PRESENTATION:

In the Winter term the student will be expected to present on a topic in abnormal psychology and personality. The presentation will take approximately forty-five minutes to one hour. Please use a multimedia approach (Powerpoint, posters, music, DVD/VHS, handouts, role playing, etc.). The presentation should be attention-getting and informative. It should include a discussion and **not** just lecturing. Please be sure that everyone is ready and able to participate. Be assertive with the group, especially if you see some people sitting at the back wall with their smart phones - Take charge! Additionally, it is important to ask if the class has any questions. Maybe break the class up into dyads (or groups) and have them process useful information. Do **not** talk about tests or assessment tools **unless** you bring samples in. If you are dealing with important information, make sure that you have a handout that includes a bibliography of sources and the studies that you have reported on. Additionally, be sure to remind people that confidentiality is of the utmost importance; anything that is privately divulged in the class should be kept in private. Please try **not** to stereotype or disparage certain groups (categories) of people. It is important that the presentation be no less than forty-five minutes (e.g., twenty to thirty minutes would be too short). You may want to give people a hands-on task to do during the presentation; for instance, you might want people to process certain problems on bristle board or poster paper, and to report back on these to the class at-large.

Formal Paper:

In the formal paper you will be writing about a personality disorder or constellation of faulty behaviors based on certain characterological factors. You will be comparing (Term #1's) different models of personality to account for the evolution and manifestation of the personality disorder that you have chosen to present in class. Again, make sure that you use the models learned in the Fall term. Good referencing is important for all information, and the use of quotations is ideal, using the APA format. The paper is **not** a polemic, nor a run-on essay; in fact, it is a formal paper with documentation using some headings and subheadings as term #1. Your **Conclusions** at the end should be logical and should have links with those models for at least three different paradigms presented in the Fall. Include **one** Treatment mode and put in its own section. You may even cite info from some of the presentations done in class too. This is

a significant paper for this course, and is to be handed in on the last class in the Winter, 2016 term.