Syllabus

Course Overview

Dr. Seuss's Birthday Bird famously said, "Today you are You, that is truer than true. There is no one alive who is Youer than You!" How many times in your life have you heard a similar sentiment from a parent, a relative, or a teacher? What makes you, *you*?

How and why you are unique among the other seven billion people on this planet is at the core of the study of personality. The field of personality psychology addresses many fascinating questions:

- Who are we?
- What makes us special?
- What commonalities do we share?
- What are the dimensions of individual differences?

This course explores these core questions and provides a foundational introduction to the field of personality psychology. You will examine and apply several different personality theories. You will also have the opportunity to reflect on your own personality traits after you complete an online personality test.

Personality psychology examines how personality theories can be applied to human traits, behaviors, and emotional issues within the field of psychology. The understanding of traits and dispositions, testing, and application has real-world relevance. For example, many psychologists or other human service workers use personality assessment as part of the intake process, diagnostics, and treatment. Corporations utilize personality testing to evaluate how well a potential employee may fit in the company or whether a current employee could be considered management material. Some high-risk occupations, such as public safety, may use personality testing in the candidate evaluation process to ensure that the potential employee is both emotionally stable and able to manage the stress of a particular job.

Reference

Dr. Seuss. (1959). *Happy birthday to you!* New York, NY: Random House.

Course Competencies (Read Only)

To successfully complete this course, you will be expected to:

1   Apply personality theories to traits, dispositions, behaviors, and emotional issues.

2   Apply findings from scholarly literature to issues in personality psychology.

3   Examine how personality psychology is applied within the field of psychology.

4   Communicate in a manner that is scholarly, professional, and consistent with expectations for professionals in the field of psychology.

Course Prerequisites

Prerequisite(s): PSYC1000 or PSYC-FP1000.

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the Course Materials page on Campus for more information.

Book

Larsen, R. J., & Buss, D. M. (2018). *Personality psychology: Domains of knowledge about human nature* (6th ed.). New York, NY: McGraw-Hill. ISBN: 9781259870491.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool.

- BBC. (2008). *Hidden in plain sight: Looking for mental illness* [Video]. Films on Demand.
- Boudreaux, M. J. (2016). Personality-related problems and the five-factor model of personality. *Personality Disorders: Theory, Research, and Treatment*, 7(4), 372–383.
- D'Souza, J., & Gurin, M. (2016). The universal significance of Maslow's concept of self-actualization. *The Humanistic Psychologist, 44*(2), 210–214.
- Davidson Films. (1991). *Erik H. Erikson: A life's work* [Video]. Films on Demand.
- Learning Zone Xpress. (2009). *Child development theorists: Freud to Erikson to Spock…and Beyond* [Video]. Films on Demand.
- Lootens, C. M., Robertson, C. D., Mitchell, J. T., Kimbrel, N. A., Hundt, N. E., & Nelson-Gray, R. O. (2017). Factors of impulsivity and Cluster B personality dimensions. *Journal of Individual Differences, 38*(4), 203–210.
- McCarthy, M. H., Wood, J. V., & Holmes, J. G. (2017). Dispositional pathways to trust: Self-esteem and agreeableness interact to predict trust and negative emotional disclosure. *Journal of Personality and Social Psychology, 113*(1), 95–116.
- Zuckerman, M., & Glicksohn, J. (2016). Hans Eysenck's personality model and the constructs of sensation seeking and impulsivity. *Personality and Individual Differences, 103*, 48–52.

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Condon, D. M. (n.d.). The SAPA Project. *The Personality Project*. Retrieved from https://sapa-project.org/
- Foundation for Critical Thinking. (2007). Critical thinking model 1. Retrieved from http://www.criticalthinking.org/ctmodel/logic-model1.htm
- Foundation for Critical Thinking. (n.d.). Retrieved from http://www.criticalthinking.org/
- U.S. Department of Education. (n.d.). Family Educational Rights and Privacy Act (FERPA). https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html
- U.S. Department of Health & Human Services. (2013). Summary of the HIPAA Privacy Rule. Retrieved from https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html

Unit 1 ›› Foundations of Personality

Introduction

In this unit's studies, you will review a brief history of psychology, along with a brief history of personality psychology theories. You will concentrate on trait theories and how these can be applied to personality. This material will help you better understand the role of each theorist in the development of current personality psychology.

You will also be introduced to the case study of Lola, on which assignments in this course are based. As you read her case, think about which trait theorist best supports our understanding of Lola. It is important to understand how each theorist has added to the understanding of personality and how that understanding can be applied to the real world.

During this first week, you will also introduce yourselves to your peers and engage in a discussion of whether you believe personality can really be measured or qualified through assessment.

Learning Activities

u01s1 - Studies

Checklist

In each unit of this course, you are provided with a checklist to help you organize your studies and successfully complete the unit activities. Each activity is structured to build upon previous work, so you will need to complete the activities in sequence. You can follow the steps in the checklist to complete the activities in order and to track your progress. You can also use this checklist as a communication tool if you have questions about completing your activities. At the start of each week, read the corresponding unit checklist, and use it however it will be most helpful for you.

Use the Unit 1 Checklist [DOCX] to help you organize and complete the activities in this unit.

Readings

Use your *Personality Psychology: Domains of Knowledge About Human Nature* text to complete the following:

- Chapter 1, "Introduction to Personality Psychology," pages 2–21. As you read through this chapter, think about the psychology of personality from different angles—from the angle of human nature to that of the group to that of the individual. What are the characteristics of each of these personality analysis types?
- Chapter 3, "Traits and Trait Taxonomies," pages 56–87. When we describe a person as "nice" or "generous," we are using trait-descriptive words. This chapter focuses on the foundations of traits and on the taxonomies, or classifications, of personality.
- Chapter 4, "Theoretical and Measurement Issues in Trait Psychology," pages 88–122. In this chapter, you will learn about theoretical issues, measurement issues, and personality predictions (such as personality tests).

In the Capella library, read:

- Boudreaux, M. J. (2016). Personality-related problems and the five-factor model of personality. *Personality Disorders: Theory, Research, and Treatment*, 7(4), 372–383.
- Zuckerman, M., & Glicksohn, J. (2016). Hans Eysenck's personality model and the constructs of sensation seeking and impulsivity. *Personality and Individual Differences, 103*, 48–52.

Multimedia

- View the following presentations for an introduction to the history, pivotal theorists, and theories of personality psychology:
  - A Brief History of Psychology.
  - Theories of Development.
  - Principal Psychology Theorists.
  - Theoretical Perspectives in Therapy.
    - This presentation focuses on person-centered therapy and the three critical personality characteristics that drive the theory: congruence, unconditional positive regard, and empathy.
- View the following case study you will use throughout the course. As you look through the case study, become familiar with Lola and her personality, as well as her successes and struggles. You will be asked to look at Lola from two different perspectives: from a traits perspective in this unit's assignment and from a motives perspective in Unit 3's assignment. Note that information for each assignment is on a different tab within the presentation.
  - Case Study: Lola.

u01s1 - Learning Components

- Examine how personality psychology is applied within the field of psychology.

u01s2 - APA and Writing Resources

In this course, as in all of the psychology courses, you are expected to write your assignments in APA style, as applicable. This activity is useful in finding resources that will help you improve your writing and use of proper APA style. Capella University currently follows the sixth edition of APA manual. Listed below are some additional resources that will help you in your writing. Many of these can also be found in the assignments within this course:

- Prewriting.
- APA resources:
  - APA Tutorial.
  - Anatomy of a Reference.
  - Mapping the APA Manual.
  - APA Style and Format.
  - APA Guide.
  - APA Paper Template [DOCX].
- Additional Guidelines for Formatting Papers.
- Writing Feedback Tool: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing on the assignments. In this tool, there are links to helpful resources.

Refer to the APA Style and Format section of the Writing Center for instructions on citing resources and using APA style.

u01s3 - Capella Resources and Policies

Academic Honesty and Policies at Capella University

Click on the links to learn about the following Capella University policies that will influence your course experience:

- University Policy 3.01.01: Academic Integrity and Honesty [PDF]: Note that claiming another writer's work as your own is not tolerated at Capella.
- University Policy 4.02.02: Learner Code of Conduct [PDF]: Note the importance of respect, collegiality, and ethical behaviors expected in your communications within our courseroom.

Smarthinking

Capella University has partnered with Smarthinking, a Web-based tutoring service, to provide you with an online tutor to help build your writing skills. It is recommended to take some time to look at the site and to become familiar with how to access Smarthinking and begin working with a writing tutor. Look at the Smarthinking site for more details.

Using the Capella University Library and RefWorks

For many of the activities in this course, you are required to find peer-reviewed and scholarly articles for references. The Capella University Library is a good place to find these types of articles, and RefWorks can be used to collect, organize, and store the citations of the articles. Review the following to help you become more familiar with using the library and RefWorks:

- **Tour the library:** The following resources will help you understand how the Capella University Library works:
  - To start, watch Tour the Library [Video]. This presentation will help you better understand Capella's online library.
  - Next, look through the Getting Started with the Library Web page to better understand how to use online libraries, such as Capella's. You will find information on how to conduct searches, use the journal and book locator, and so on.
- **How to access library databases:**
  1. Starting at your iGuide homepage, hover over the **Library** tab, then click **Articles, Books, and More**.
  2. Click **Databases by School** to search psychology-specific research databases, and then select **School of Undergraduate Studies**.
  3. In the table, under the heading "Specialization Areas," consider any of the databases from the category "Psychology."
  4. Follow the search directions for the database, and also consider the advanced search options to find relevant resources.
- **Finding peer-reviewed and scholarly resources:** Now that you have an understanding of how the Capella library works, it is time to know how to properly identify peer-reviewed and scholarly resources within the databases of the library. Use the Find Scholarly and Peer Reviewed Sources page to get tips on how to find peer-reviewed and scholarly resources within the library.
- RefWorks: This citation management software allows you to create a personal library of articles and websites, organize them into folders, and create APA reference lists (bibliographies). It is recommended that you review the RefWorks tutorials before beginning your library search. The directions in the tutorials will help you set up an account and save articles to your RefWorks folder.

Discussion and Feedback Guidelines

You are required to follow various guidelines when completing your initial discussion posts and responses to your peers. Your discussion participation grade will be determined using these guidelines. The following resources can be found in each discussion; make sure you take the time to review them before posting in the discussions:

- PSYC Discussion Participation Scoring Guide.
- G.R.E.A.T. Discussion and Feedback Guidelines With Checklist.

Optional Critical Thinking Resources

One of the requirements of this course is to use your critical thinking skills as you create your discussion posts and complete your assignments. The following resources are provided for you to better understand what critical thinking means and what it entails:

- Foundation for Critical Thinking. (n.d.). Retrieved from http://www.criticalthinking.org/
- Foundation for Critical Thinking. (2007). Critical thinking model 1. Retrieved from http://www.criticalthinking.org/ctmodel/logic-model1.htm

u01s4 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the Online ePortfolio Guidelines [PDF] to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus ePortfolio page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the Family Educational Rights and Privacy Act (FERPA) and/or the Health Insurance Portability and Accountability Act (HIPAA) if you have specific questions or concerns about your choices.

u01a1 - Case Study: Lola From a Traits Perspective

Personality psychology is the focus of some of the best-known psychology theories. To illustrate the discipline's different theories and approaches to individuality, you will examine the application of several theories to the case of a young woman we call Lola. In this case study assignment, you will hear from Lola, as well as from some of the significant people in her life.

Instructions

Note: This assignment will focus on Lola's case study from a traits perspective. When accessing the *Case Study: Lola* presentation (link in the Resources), go to the Unit 1 tab to get the information you need for this assignment.

Complete the following:

- Describe the major personality traits we see in Lola and identify how they might have developed. Use both the five-factor model of personality and Eysenck's hierarchical model of personality.
- Explain which theory best describes Lola.
- Include a description of both models, as well as all five factors and Eysenck's broad three traits.

Read the scoring guide for this assessment before submitting it. When you are done, submit your assessment to faculty.

Additional Requirements

- **References:** Support your paper with one current peer-reviewed and scholarly resource not more than five years old.
- **Length:** Ensure your paper is 2–3 pages in length, excluding the title page and reference page.
- **Format:** Use current APA style guidelines.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

Case Study: Lola | Transcript

APA Paper Template [DOCX]

Additional Guidelines for Formatting Papers

Mapping the APA Manual | Transcript

Smarthinking

Writing Feedback Tool

Prewriting

Capella Writing Center

APA Style and Format

u01d1 - Trait Theory

This unit introduced you to influential trait theorists such as Raymond B. Cattell and Hans J. Eysenck—and to trait theories such as the five-factor model. For this discussion:

1. Identify which of these trait theories you agree with the most.
2. Provide a brief overview of your preferred theory.
3. Explain why you believe this theory makes the most sense.
4. Include at least one real-life application.

Prior to posting, read the PSYC Discussion Participation Scoring Guide to ensure you have met the expectations for this discussion and the G.R.E.A.T. Discussion and Feedback Guidelines With Checklist (links in Resources). Use scholarly resources as needed. All discussions require both references and in-text citations using current APA style. Unless otherwise specified, these are the expectations for all remaining discussions in this course.

Response Guidelines

Respond to the posts of at least two of your peers, and provide substantive feedback on their perspectives of a trait theory. Elaborate on their initial posts with additional thoughts you may have.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

G.R.E.A.T. Discussion and Feedback Guidelines With Checklist

u01d1 - Learning Components

- Describe personality theories as they relate to traits, dispositions, behaviors, and emotional issues.

Unit 2 ›› Physiological and Evolutional Approaches to Personality

Introduction

Welcome to Unit 2, in which you will build on the knowledge gained in the previous unit. As you will see, there are multiple approaches to the study and understanding of personality psychology.

In this unit, you will explore the biological level theory. You will see a continuing debate over the role of nature or nurture in the development of personality. Psychologists have long understood the importance of connecting biology and psychology. Many believe personality traits and dispositions, along with subsequent behaviors, have a biological component or are evolutionary in nature. One frequently asked question is whether personality is inheritable. Another critical question is: What role does brain function have on personality traits and, subsequently, on behavior?

During this second unit, you will also consider questions about how the evolutionary approach to personality differs from the genetics approach, and identify and view personality traits under the evolutionary and biological (genetic) lens.

Learning Activities

u02s1 - Studies

Checklist

Use the Unit 2 Checklist [DOCX] to help you organize and complete the activities in this unit.

Readings

Use your *Personality Psychology: Domains of Knowledge About Human Nature* text to read the following:

- Chapter 6, "Genetics and Personality," pages 156–184. In this chapter, you will look at how genetics and nonshared environmental influences play a role in personality.
- Chapter 7, "Physiological Approaches to Personality," pages 186–222. Chapter 7 views personality from a different perspective—through biological measures, such as cardiovascular activity, electrodermal activity, and brain activity. You will read about cases in which a person's personality changed and learn about how these various types of activities influence personality.
- Chapter 8, "Evolutionary Perspectives on Personality," pages 224–257. The theories within personality psychology have evolved over time.

Multimedia

Complete the following presentation for a historical overview of psychotherapy:

- Psychotherapy Timeline.

u02s1 - Learning Components

- Describe genetic and evolutionary approaches to personality.
- Analyze motives theories.
- Examine needs.
- Describe Maslow's hierarchy of needs.
- Describe Murray's motivational theory of needs.

u02d1 - Genetic and Evolutionary Approaches

In this unit, you looked at genetic and evolutionary approaches to personality. For this discussion:

1. Describe how the evolutionary approach differs from the genetics approach.
2. Identify and explain the approach you most agree with and explain why.
3. Answer how the perspective you most agree with helps us better understand individual personality. What personality traits are best described from a genetic or evolutionary perspective?

Prior to posting, read the PSYC Discussion Participation Scoring Guide to ensure you have met the expectations for this discussion. Use scholarly resources as needed. All discussions require both references and in-text citations using current APA style.

Response Guidelines

Respond to the posts of at least two of your peers, and provide substantive feedback on their perspectives of genetic and evolutionary approaches to personality. Elaborate on their initial posts with additional thoughts you may have.

Course Resources
Psychology Undergraduate Discussion Scoring Guide
G.R.E.A.T. Discussion and Feedback Guidelines With Checklist

u02d1 - Learning Components

- Describe genetic and evolutionary approaches to personality.
- Analyze motives theories.

u02d2 - Biological Level Behavior Traits

In this discussion, apply your knowledge of the biological level of personality psychology to one of your own personal behaviors or traits:

1. Choose a personal behavior or trait that is acceptable to share with the class.
2. Describe how this behavior or trait can be explained from the biological level, using at least three concepts from the text or another scholarly source.
    ◦ How does this perspective help us to better understand individual personality?
    ◦ What personality traits are best described from a biological perspective?

Prior to posting, read the PSYC Discussion Participation Scoring Guide to ensure you have met the expectations for this discussion. Use scholarly resources as needed. All discussions require both references and in-text citations using current APA style.

Response Guidelines

Respond to the posts of at least two of your peers, and provide substantive feedback on their chosen behavior or trait and how it can be explained from the biological level. Elaborate on their initial posts with additional thoughts you may have.

Course Resources
Psychology Undergraduate Discussion Scoring Guide
G.R.E.A.T. Discussion and Feedback Guidelines With Checklist

u02d2 - Learning Components

- Examine how personality psychology is applied within the field of psychology.
- Describe Maslow's hierarchy of needs.
- Describe Murray's motivational theory of needs.

u02q1 - Unit 2 Quiz

This multiple-choice quiz will gauge your understanding of the material presented in this unit. The quiz provides an opportunity for you to demonstrate your mastery of the following course competencies:

- Apply personality theories to traits, dispositions, behaviors, and emotional issues.
- Examine how personality psychology is applied within the field of psychology.

Read the following instructions and parameters before taking the quiz:

- Because you are able to access and take the quiz only once, do not access the quiz until you are ready to complete it.
- There is no time limit to complete the quiz.
- You must take and submit the quiz in this unit.

- The quiz is automatically scored, and you will receive feedback immediately. There are 100 total points possible. Each question is worth 10 points.
- Click Submit on your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 3 ❯❯ Psychodynamic Approaches to Motives and Personality

Introduction

Welcome to third unit of this course. In this unit, you will be introduced to a historical theoretical perspective of the psychodynamic-motivational level. A major player from this theoretical base is Sigmund Freud, one of the most recognized names in psychology. Although his theories are controversial, many of his concepts have become part of our common discourse: Terms such as "Freudian slip," "being in denial," and "subconscious motivation" are widely understood.

In this unit, you will also explore Henry Murray's theory of needs and Maslow's hierarchy of needs as they relate to the case of Lola. It is extremely important to have a keen understanding of the many varied views of personality development.

Learning Activities

u03s1 - Studies

Checklist

Use the Unit 3 Checklist [DOCX] to help you organize and complete the activities in this unit.

Readings

Use your *Personality Psychology: Domains of Knowledge About Human Nature* text to read the following:

- Chapter 9, "Psychoanalytic Approaches to Personality," pages 260–294. This chapter looks specifically at how psychoanalytics is linked to personality and behavior. You will investigate the process of psychoanalysis, the unconscious mind, types of anxiety, and human defense mechanisms.
- Chapter 10, "Psychoanalytic Approaches: Contemporary Issues," pages 296–325. This chapter continues to focus on psychoanalytics but from a more current point of view.
- Chapter 11, "Motives and Personality," pages 326–360. As you read this chapter, think about the big motivators that are identified. Would you consider these your motivators also? Which one is the biggest motivator for you? Think about the people you are around often. Can you identify their biggest motivators?

In the Capella Library, read or view:

- D'Souza, J., & Gurin, M. (2016). The universal significance of Maslow's concept of self-actualization. *The Humanistic Psychologist, 44*(2), 210–214.
- McCarthy, M. H., Wood, J. V., & Holmes, J. G. (2017). Dispositional pathways to trust: Self-esteem and agreeableness interact to predict trust and negative emotional disclosure. *Journal of Personality and Social Psychology, 113*(1), 95–116.
- Learning Zone Xpress. (2009). *Child development theorists: Freud to Erikson to Spock…and Beyond* [Video]. Films on Demand.
  - View the following segments:
    - Sigmund Freud 1856–1939.
    - Jean Piaget 1896–1980.
    - Erik Erikson 1902–1994.
    - Abraham Maslow 1908–1970.
    - John Bowlby 1907–1990.
    - B. F. Skinner 1904–1990.
    - Lawrence Kohlberg 1927–1987.
    - Howard Gardner Born 1943.

- Davidson Films. (1991). *Erik H. Erikson: A life's work* [Video]. Films on Demand.
  - This video digs deeper into the influence of Erikson's work in personality psychology.

- Describe the the psychodynamic perspective of personality development.
- Describe personality theories as they relate to traits, dispositions, behaviors, and emotional issues.
- Examine needs.

u03a1 - Case Study: Lola From a Motives Perspective

In this case study assignment, you will once again focus on Lola and some of the significant people in her life.

Instructions

Note: This assignment will focus on Lola's case study from a motives perspective. When accessing the *Case Study: Lola* presentation (link in the Resources), go to the Unit 3 tab to get the information you need for this assignment.

Using the case of Lola, complete the following:

- Apply Murray's theory of needs.
  - What is the function of a need?
  - What does it mean to say that the "motive" concept is dynamic, and why is Murray's motivational theory of needs a dynamic theory?

- Apply Maslow's hierarchy of needs to the case.
  - What are the needs at each level?
  - What are the assumptions Maslow made about these needs and the satisfaction of these needs?

- Compare Murray's theory and Maslow's theory.
  - Which theory best describes Lola's current presentation?
  - Explain.

Read the scoring guide for this assessment before submitting it. When you are done, submit your assessment to faculty.

Additional Requirements

- **References:** Support your paper with one current peer-reviewed and scholarly resource not more than five years old.
- **Length:** Ensure your paper is 2–3 pages in length, excluding the title page and reference page.
- **Format:** Use current APA style guidelines.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

Case Study: Lola | Transcript

APA Paper Template [DOCX]

Additional Guidelines for Formatting Papers

Mapping the APA Manual | Transcript

Smarthinking

Writing Feedback Tool

Prewriting

APA Style and Format

Capella Writing Center

u03d1 - Psychodynamic Perspective, Motives, and Personality

Freud suggested that all people pass through a series of stages of personality development, known as the psychosexual stage theory. For this discussion, apply your knowledge of the psychodynamic perspective of personality development:

- Describe Freud's theory and explain each of the five stages of development. What are some of the major challenges and conflicts that occur during each stage that can impact personality development?
- Explain whether Freud's theory has merit.
- Identify and describe a real-world application of the theory.

Prior to posting, read the PSYC Discussion Participation Scoring Guide to ensure you have met the expectations for this discussion. Use scholarly resources as needed. All discussions require both references and in-text citations using current APA style.

Response Guidelines

Respond to the posts of at least two of your peers, and provide substantive feedback on their perspectives of Freud's theory and its application. Elaborate on their initial posts with additional thoughts you may have.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

G.R.E.A.T. Discussion and Feedback Guidelines With Checklist

u03d1 - Learning Components

- Describe the the psychodynamic perspective of personality development.

u03q1 - Unit 3 Quiz

This multiple-choice quiz will gauge your understanding of the material presented in this unit. The quiz provides an opportunity for you to demonstrate your mastery of the following course competency:

- Examine how personality psychology is applied within the field of psychology.

Read the following instructions and parameters before taking the quiz:

- Because you are able to access and take the quiz only once, do not access the quiz until you are ready to complete it.
- There is no time limit to complete the quiz.
- You must take and submit the quiz in this unit.
- The quiz is automatically scored, and you will receive feedback immediately. There are 100 total points possible. Each question is worth 10 points.
- Click Submit on your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 4 ≫ Assessments and Disorders of Personality

Introduction

Welcome to Unit 4! Personality assessments are used in the field of psychology, as well as in a variety of workplace settings. Some employers will use the assessments to screen potential employees, while others use them to determine leadership qualities and best placement in an organization. Personality assessments are also used in clinical settings to help assess and diagnose an individual with a personality disorder and develop a treatment plan. By definition, a personality disorder involves a lifelong pattern of instability in interpersonal relationships.

Clearly, working with an individual with a personality disorder is complex. We know that the intensity of the professional relationship is quite challenging with these individuals. In this unit, you will have the opportunity to explore the diagnostics involved in identifying an individual with a personality disorder, as well as the many challenges involved in treatment of this population.

Learning Activities

u04s1 - Studies

Checklist

Use the Unit 4 Checklist [DOCX] to help you organize and complete the activities in this unit.

Readings

Use your *Personality Psychology: Domains of Knowledge About Human Nature* text to read the following:

- Chapter 2, "Personality Assessment, Measurement, and Research Design," pages 22–52. This chapter is dedicated to how to research, obtain, and measure data on personality. It focuses on where and how information is gathered to better understand personality.
- Chapter 19, "Disorders of Personality," pages 580–618. What is a personality disorder? What are the effects of a personality disorder? What is considered "abnormal" behavior? This chapter will investigate all of these questions.
- Chapter 20, "Summary and Future Directions," pages 620–631. This chapter looks at the various domains of knowledge: dispositional, biological, intrapsychic, cognitive and experimental, social and cultural, and adjustment.

In the Capella library, complete:

- Lootens, C. M., Robertson, C. D., Mitchell, J. T., Kimbrel, N. A., Hundt, N. E., & Nelson-Gray, R. O. (2017). Factors of impulsivity and Cluster B personality dimensions. *Journal of Individual Differences, 38*(4), 203–210.
- BBC. (2008). *Hidden in plain sight: Looking for mental illness* [Video]. Films on Demand.
    ◦ This video follows 10 people in a psychiatric observation experiment to examine how prominent mental illness can actually be.

Multimedia

- View the following interactive to learn more about the 16 personality types as defined by the popular Myers-Briggs Type Indicator (MBTI) assessment.
    ◦ Myers-Briggs Personality Types.

- View the following interactive to see the evolution of psychology's widely used resource, *The Diagnostic and Statistical Manual of Mental Disorders* (5th ed.; *DSM–5,* American Psychiatric Association, 2013). As you look through the evolution of the *DSM-5*, think about the significant changes that were made in the view of mental disorders during the past two centuries.
    ◦ History of the DSM.

u04s1 - Learning Components

- Examine personality disorders.
- Examine cluster B personality disorders.
- Examine obstacles to treating personality disorders.
- Examine treatments for personality disorders.

u04a1 - Personality Disorders

Personality disorders are defined as a lifelong pattern of behavior that is different from the expectations of an individual's culture. The *DSM-5* identifies specific criteria for diagnosis of a personality disorder.

Instructions

For this assessment, complete the following:

- Describe the primary features of cluster B personality disorders.
- Explain obstacles that can make personality disorders resistant to treatment.
- Identify the factors that contribute to the development of personality disorders.
- Explain what type of treatment would be effective for the cluster B personality disorders.

Read the scoring guide for this assessment before submitting it. When you are done, submit your assessment to faculty.

Additional Requirements

- **References:** Support your paper with one current peer-reviewed and scholarly resource not more than five years old.
- **Length:** Ensure your paper is 2–3 pages in length, excluding the title page and reference page.
- **Format:** Use current APA style guidelines.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

APA Paper Template [DOCX]

Additional Guidelines for Formatting Papers

Mapping the APA Manual | Transcript

Smarthinking

Writing Feedback Tool

Prewriting

APA Style and Format

Capella Writing Center

u04d1 - Personality Assessments in the Workplace

Personality assessments are used in the field of psychology, as well as in a variety of workplace settings. Some employers use the assessments to screen potential employees, while others use them to determine leadership qualities and best placement in an organization.

For this discussion:

1. Research how personality assessments are used in a variety of workplace environments.
2. Include at least one scholarly journal article on the topic of personality assessment in the workplace.
    - Provide an overview of the findings.
    - Explain what you found most interesting in the article and why.
3. Identify any ethical concerns you have regarding the use of personality assessments in the workplace.

Prior to posting, read the PSYC Discussion Participation Scoring Guide to ensure you have met the expectations for this discussion. Use scholarly resources as needed. All discussions require both references and in-text citations using current APA style.

Response Guidelines

Respond to the posts of at least two of your peers, and provide substantive feedback on their perspectives on personality tests in the workplace. Elaborate on their initial posts with additional thoughts you may have.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

G.R.E.A.T. Discussion and Feedback Guidelines With Checklist

- Examine how personality psychology is applied within the field of psychology.

Unit 5 ❯❯ Cognitive and Emotional Approaches to Personality

Introduction

In this unit, you will complete an online computer personality assessment. As you are completing the test, think about what it feels like and how that could impact the results. This is a fun and engaging way to possibly help you identify your own strengths and obtain a better understanding of how personality theories can be applied to assessment.

Personality tests can be used for a variety of reasons, including work placement, hiring, diagnosing and assessing, and simply to identify traits and characteristics. There are a variety of ways that we may administer, score, and interpret personality assessments, varying from pencil and paper, to one-on-one interview, to full computer testing. In order for a test to be useful, it needs to be both valid and reliable, so that it consistently measures just what it suggests it measures.

In this unit, you will also view personality from both an emotional and behavioral view. You will be asked to develop an overview of some of the most famous personality theorists and decide whether you find that the main concepts make sense.

Learning Activities

u05s1 - Studies

Checklist

Use the Unit 5 Checklist [DOCX] to help you organize and complete the activities in this unit.

Readings

Use your *Personality Psychology: Domains of Knowledge About Human Nature* text to read the following:

- Chapter 12, "Cognitive Topics in Personality," pages 364–392. This chapter looks at personality from the viewpoints of perception, interpretation, and goals.
- Chapter 13, "Emotion and Personality," pages 394–430. This chapter investigates the role of emotion in personality.
- Chapter 14, "Approaches to Self," pages 432–458. This chapter looks at how one looks at his or herself, specifically at self-esteem, self-concept, and social identity.

Optional Website

In a discussion in this unit, you are asked to take an online personality test. "The SAPA Project" website has an optional but recommended personality test. Take some time to look over it prior to taking the test. **Note:** You may use an alternative site for the discussion if you would like.

Multimedia

- View a presentation on how the use of computers and the Internet have evolved and changed our lives over the past 50 years or so.
  - Cyberpsychology Timeline.
- Complete an interactive, drag-and-drop multimedia piece that looks at the different theories of development and allows you to test your knowledge on the different types of theories and their descriptions.
  - Defining Theories of Development.

- Describe personality theories as they relate to traits, dispositions, behaviors, and emotional issues.
- Examine how personality psychology is applied within the field of psychology.

u05d1 - Emotional and Cognitive View

In this unit, you looked at the behavioral view of personality. Many theorists were included in this discussion, including George Kelly and Albert Bandura.

For this discussion:

1. Provide an overview of either Bandura's or Kelly's theory of personality development.
2. Describe two ideas from the theory that you believe makes the most sense.
3. Explain why you came to this conclusion.

Prior to posting, read the PSYC Discussion Participation Scoring Guide to ensure you have met the expectations for this discussion. Use scholarly resources as needed. All discussions require both references and in-text citations using current APA style.

Response Guidelines

Respond to the posts of at least two of your peers, and provide substantive feedback on their perspectives on personality development. Elaborate on their initial posts with additional thoughts you may have.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

G.R.E.A.T. Discussion and Feedback Guidelines With Checklist

u05d1 - Learning Components

- Examine how personality psychology is applied within the field of psychology.

u05d2 - Complete Own Online Personality Assessment

For this discussion:

1. Reflect on the relationship between the dimensions and traits that we use to describe human personality.
2. Go to the SAPA Project website (linked in the Resources) or another site of your choice. Complete the personality test. If would like to use another test from another website, you may do so.
3. After retrieving the results of your test, share them with your peers and consider the accuracy of the results. Explain your answers to the following:
    ◦ Were you surprised by your results?
    ◦ Do they accurately portray your personality traits as you expected?
    ◦ Do you think these types of tests are both valid and reliable?

If you decided to use a different site, identify it in the discussion and cite it in APA format.

Response Guidelines

Respond to the posts of at least two of your peers, and provide substantive feedback on their perspectives on the personality test they did. Elaborate on their initial posts with additional thoughts you may have.

Course Resources

Psychology Undergraduate Discussion Scoring Guide

The SAPA Project.

G.R.E.A.T. Discussion and Feedback Guidelines With Checklist

u05q1 - Unit 5 Quiz

This multiple-choice quiz will gauge your understanding of the material presented in this unit. The quiz provides an opportunity for you to demonstrate your mastery of the following course competencies:

- Apply personality theories to traits, dispositions, and behaviors.
- Examine how personality psychology is applied within the field of psychology.

Read the following instructions and parameters before taking the quiz:

- Because you are able to access and take the quiz only once, do not access the quiz until you are ready to complete it.
- There is no time limit to complete the quiz.
- You must take and submit the quiz in this unit.
- The quiz is automatically scored, and you will receive feedback immediately. There are 100 total points possible. Each question is worth five points.
- Click Submit on your quiz to receive credit. The quiz is scored automatically, and you will receive feedback immediately.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.