



**COUN5320-01 Personality Development
New Orleans Baptist Theological Seminary
Fall Semester–2018**

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Office: LMCCC 101

Tuesday 12:30 p.m.-3:20 p.m.

Leeke Magee Christian Counseling Center 103

Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Mission Statement of the Counseling Program

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Doctrinal Integrity.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: interpersonal skills, servant leadership, and spiritual/character formation.

Syllabus Distribution

This syllabus is distributed at the beginning of the semester for review and can be found electronically on blackboard.

Course Description

In this course students are presented an overview of the major theories, concepts, and research methods of the psychology of personality. Students will relate theorists and theories to the field of the counseling ministry. A biblical and theological understanding of the development of humans is reviewed.

Syllabus Distribution

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Program Objectives: 2. Upon successful completion of one of the Master's Programs in Counseling, graduates should be able to synthesize theoretical and empirical knowledge in the field of counseling.

Course Objectives

Course Objectives	Learning Experiences	Assessments
Students will demonstrate knowledge and understanding of the history and the major contributors, concepts, and common terms associated with	<i>Instruction</i> Class lecture and discussion Group Assignment and Presentation	<i>Course Assignments</i> Book Review Group Presentations Personality Theory Paper Midterm Exam

major personality development paradigms. (2.F.3.c)	<i>Readings</i> O&H: Chapters 1-16 Book Review Reading	Final Exam
Students will demonstrate knowledge and understanding of models in assessment of personality and application to counseling ministry. (2.F.3.c, 2.F.5.a, 5.C.1.b)	<i>Instruction</i> Class lecture and discussion Process Group meetings Support Group Experience <i>Readings</i> O&H: Chapters 1-16 Readings for Personality Paper	<i>Course Assignments</i> Book Review Group Presentations Personality Theory Paper Midterm Exam Final Exam
Students will demonstrate knowledge and understanding of a Biblical view of personality development by integrating ideas from Biblical theology, counseling, and scientific research perspectives into a theory of personality development	<i>Instruction</i> Class Lecture and discussion <i>Readings</i> O&H: Chapters 1-16 Readings for Personality Paper	<i>Course Assignments</i> Personality Theory Paper

Course Requirements and Evaluation of Grades

Assignment & Description	Percentage	Due Date
Reading Students are required to read all of the material according to the assignments schedule in this syllabus. Read <i>An Introduction to Theories of Personality</i> carefully, as it will help you to prepare for participation in group activities, and it will provide information for your midterm and final exams. All reading must be completed by the date assigned in the Student Course Schedule (below).		
Group Projects Each student will participate in 2 group projects. Groups will be responsible for presenting material on their assigned personality theoretical paradigm once during each half semester. This project assignment is designed to help the entire class in preparation for both the midterm and final exams. Any Personality Development course covers multiple theories and models. The magnitude of information from multiple models can seem overwhelming. The study time required in preparing for the presentation, and the time spent listening to the class's presentations will aid in the learning process and provide multiple study opportunities in preparation for mid-term and final examinations. Each group presentation will address significant areas of the assigned theory, along with a biblical assessment, and will provide a list of questions for possible inclusion on the mid-term and final exam. Guidance on important elements to include in each presentation will be covered during class. Groups will present the week or class prior to both the mid-term and final exam dates. On the day of presentation: - Distribute a handout summary of your presentation to all class members, including a copy to your instructor. - Provide 10 objective test questions (e.g., True/False, Multiple Choice, Matching) and one open answer essay or discussion (e.g., definition, short answer) Submit electronic copies of all material, including the test questions, for your professor (e.g., email attachment, thumb drive, CD).	15%	Project 1: 10/4 Project 2: 12/6
Midterm Exam The midterm exam is based on the reading from the course text, lectures, and discussion covered in the first half of the semester. The exam consists of multiple choice, true/false, matching, fill-in-the-blank, short answer, and essay questions designed to prepare students for objective counseling licensure and certification tests.	25%	10/11

Book Review Each student will write a book review on his/her selected text. The review will be approximately 5 pages, double-spaced, APA Style. See Course Schedule below for due date. The book review should include a full citation (following the form in the style guide), identification of the author, the intended purpose or objectives of the book, the intended audience, and a description of the structure of the book and how its organization supports the purpose and argument of the author. In addition, the strengths of the book should be identified, along with any limitations or weaknesses. The first part of the review should be objective and communicate the basic nature of the book, while the second part should reflect carefully considered evaluation and assessment that addresses how and in what ways the author was either successful or unconvincing in achieving the stated purpose. The review should conclude with a summary recommendation that may be qualified, or a failure to recommend, along with a brief explanation. Choose One of the Following Texts for Book Review: • Balwick, J. O., Ebstyn King, P., & Reimer, K. S. (2005). <i>The reciprocating self: Human development in theological perspective</i>. Downers Grove, IL: IVP Academic. • Beck, J. 2002. <i>The psychology of Paul</i>. Grand Rapids, MI: Kregel Publications • Beck, James R., & Demarest, Bruce. (2005). <i>The human person in theology and psychology: A Biblical anthropology for the Twenty-First Century</i>. Grand Rapids, Michigan: Kregel Publications. • Boa, K. (2004). <i>Augustine to Freud: What theologians & psychologists tell us about human nature (and why it matters)</i>. Nashville: Broadman & Holman Publishers. • Beck, J. (1999). <i>Jesus & personality theory: Exploring the five-factor model</i>. Downers Grove, IL: InterVarsity Press. Note: Some of these texts are out of print; although, you can find copies online. You may submit an alternative text to the instructor for approval.	15%	
Personality Theory Paper Each student will write a paper on his/her proposed integrated model for personality development based on textbooks and related literature, class lecture and class discussions, and any additional Biblical/ theological and psychological resources. The paper should include an understanding of a biblical perspective and model of personality along with engagement with contemporary research in the field. Consequently, your discussion should include an awareness of major theories with an indication of your level of agreement or disagreement, along with research on a biblical anthropology and a biblical psychology that addresses such terms and concepts as image and likeness of God, body, soul, spirit, heart, mind, sin, guilt, social relationships and responsibility, etc. Your resources in this area should not be limited to counseling texts, journals, and authors, but should also include information from commentaries, word studies, and theological dictionaries, lexicons, and Bible encyclopedias. Be sure to acknowledge differing views and interpretations. The paper should include a bibliography with a minimum of ten references other than the texts for this course. Papers will be scanned for plagiarism. (See the seminary statement in the Student Handbook under General Policies [p. 9] at http://www.nobts.edu/resources/pdf/StudentHandbook.pdf.) The paper must double-spaced, APA Style, with a length around 12-15 pages. For additional assistance with APA writing style, see the APA blog at http://blog.apastyle.org/.	20%	11/6
Final Exam The final exam is based on the reading from the course text, lectures, and discussion covered after the midterm exam. The exam consists of multiple choice, true/false, matching, fill-in-the-blank, short answer, and essay questions designed to prepare students for objective counseling licensure and certification tests.	25%	12/11

Textbooks

Required

Olson, Matthew H., & Hergenhahn, B. R. (2011). *An introduction to theories of personality* (8th ed.). Upper Saddle River, NJ: Pearson Prentice Hall. ISBN-13: 978-0205871865

Course Teaching Methodology

The course will involve the following methods of instruction: reading assignments, discussion, lectures, group experience and presentations, and writing assignments.

Technical Resources and Competencies

Students in the NOBTS Counseling Program are expected to have access to a home computer or laptop, Internet access, and basic Microsoft Office software (Word, PowerPoint, and Excel). Desktop computers are available for use by students in the Information Technology Center (ITC), 2nd floor, Hardin Student Center, New Orleans Campus. The online version of Microsoft Office is [available free](#) to enrolled NOBTS students through the seminary ITC. In addition, students should develop competencies in the following areas. These competencies are based on the Association for Counselor Education and Supervision (ACES) Technical Competencies.

1. Be able to use productivity software to develop group presentations, letters, and reports.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, and playback units.
3. Be able to use email.
4. Be able to help clients search for various types of counseling-related information via the internet, including information about careers, employment opportunities, educational & training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.
5. Be able to subscribe, participate in, and sign off counseling related listservs.
6. Be able to access and use counseling related CD-ROM and online databases.
7. Be knowledgeable of the legal and ethical codes which relate to counseling services via the Internet.
8. Be knowledgeable of the strengths and weaknesses of counseling services provided via the Internet.
9. Be able to use the Internet for finding and using continuing education opportunities in counseling.
10. Be able to evaluate the quality of Internet information.

These competencies meet or exceed the recommendations of both the American Counseling Association and the Council of Standards in Human Services Education.

Evaluation of Grade

The student's grade will be computed as follows:

Mid-Term Exam	25%
Final Exam	25%
Personal Theory Paper	20%
Group Presentations	15%
Book Review	<u>15%</u>
Total	100%

Grading Scale:

The following grading scale is used at NOBTS:

A: 93-100 B: 85-92 C: 77-84 D: 70-76 F: below 70

Course Policies, Academic Conduct, and Professional Conduct

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Academic Policies

Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

Classroom Parameters

Please arrive on time.

Turn off cell phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

Classroom Participation/Active Dialogue

Student participation is expected. Class interaction is an important and valuable aspect of the learning environment where we can experience the truth of the Great Commandment by truly knowing one another.

Disabilities and Accommodations

New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for "special" accommodations on a case by case basis pursuant to the criteria enumerated above.

Diversity

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be "salt and light" (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

Emergencies

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website (www.nobts.edu) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary's priority text messaging service through [SelfServe](#). This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

Extra Credit

No extra credit is available in this course.

Netiquette

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Policy for Graduating Seniors

Graduating seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by one letter grade per week late.

Professional Conduct

Students are expected to adhere to the appropriate codes of ethics for their particular programs. Any behavior deemed unethical will be grounds for dismissal from the program.

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

Reading Assignments

Students are responsible for completing all reading assignments.

Technical Assistance

For assistance regarding technology, consult the NOBTS Information Technology Center (ITC) at 504-816-8180 or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Writing Center

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

More information about how to set up an appointment for writing assistance is available on the writing center page.

Writing Style

All papers in counseling courses are to be written in American Psychological Association (APA) style. Please see the latest edition of the [Publication Manual of the American Psychological Association](#).

Student Services

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counseling-services.html
Women's Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



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Student Course Schedule, Fall 2018

O&H = *An Introduction to Theories of Personality*

Thursdays, 12:30-3:20 p.m.

Week #	Date	Reading & Assignments Schedule	Learning Experiences
1	8/23	O&H: Ch. 1 What is Personality	Lecture & Discussion: Value of Personality Development Theory (Purpose of the Course) Biblical & Historical Perspectives on Personality Development
2	8/30	O&H: Ch. 2 Sigmund Freud	Lecture & Discussion: Freud
3	9/6	O&H: Ch. 3 Carl Jung O&H: Ch. 4 Alfred Adler	Lecture & Discussion: Jung & Adler
4	9/13	O&H: Ch. 5 Karen Horney O&H: Ch. 6 Erik H. Erikson	Lecture & Discussion: Horney & Erikson
5	9/20	O&H: Ch. 7 Gordon Allport O&H: Ch. 8 Raymond B. Cattell & Hans J. Eysenck Book Review Selection Due	Lecture & Discussion: Allport and Cattell & Eysenck
6	9/27	Review Personality Theories in Preparation for Group Work	Group Work for Personality Theory Presentations
7	10/4	Prepare Presentation on a Personality Theory	Group Presentations
8	10/11	Prepare for Midterm Exam	Midterm Exam
FALL BREAK 10/15-19			
9	10/25	O&H: Ch. 9 B. F. Skinner O&H: Ch. 10 John Dollard & Neal Miller Book Review Due	Lecture & Discussion: Skinner and Dollard & Miller
10	11/1	O&H: Ch. 11 Albert Bandura & Walter Mischel O&H: Ch. 12 David M. Buss	Lecture & Discussion: Bandura & Mischel and Buss
11	11/8	O&H: Ch. 13 George Kelly O&H: Ch. 14 Carl Rogers	Lecture & Discussion Kelly & Rogers
12	11/15	O&H Ch. 15 Abraham Maslow O&H: Ch. 16 Rollo Reese May	Lecture & Discussion: Maslow & May
THANKSGIVING 11/19-23			
13	11/29	Review Personality Theories in Preparation for Group Work Integrated Personality Theory Paper Due	Group Work for Personality Theory Presentations
14	12/6	Prepare Presentation on a Personality Theory	Group Presentations Final Exam Review
15	12/13	Prepare for Final Exam	Final Exam

Selected Bibliography

The following books are representative of the field and some will be mentioned in class presentations. The list should be consulted as a point of departure for gathering resources for your personality paper.

- Aden, L., & Benner, D. G. (Eds.). (1989). *Counseling and the Human Predicament: A Study of Sin, Guilt, and Forgiveness*. Grand Rapids, Michigan: Baker Book House.
- Adler, A. (1956). *The Individual Psychology of Alfred Adler*. Edited by H. Ansbacher & R. Ansbacher. New York: HarperPerennial.

- Allport, Gordon W. (1955). *Becoming: Basic Considerations for a Psychology of Personality*. New Haven, Connecticut: Yale University Press.
- Allport, Gordon W. (1937). *Personality: A Psychological Interpretation*. New York: Henry Holt and Company.
- Bakan, David. (1958). *Sigmund Freud and the Jewish Mystical Tradition*. Boston: Beacon Press.
- Bandura, A. (1977). *Social Learning Theory*. New Jersey: Prentice Hall.
- Beck, J. (2002). *The Psychology of Paul*. Grand Rapids, MI: Kregel Publications.
- Beck, J. (1999). *Jesus & Personality Theory: Exploring the Five-Factor Model*. Downers Grove, IL: InterVarsity Press.
- Beck, J. T. (1877). *Outlines of Biblical Psychology* (Translated from the Third Enlarged and Corrected German Edition, 1877.) Edinburgh: T. and T. Clark. (First German Edition, 1843).
- Beck, James R., & Demarest, Bruce. (2005). *The Human Person in Theology and Psychology: A Biblical Anthropology for the Twenty-First Century*. Grand Rapids, Michigan: Kregel Publications.
- Belgum, David. (1970). *Guilt: Where Religion and Psychology Meet*. Minneapolis, Minn.: Augsburg Publishing House.
- Benner, D. (1998). *Care of Souls: Revisioning Christian Nurture and Counsel*. Grand Rapids: Baker Books.
- Bettelheim, Bruno. (1983). *Freud and Man's Soul*. New York: Alfred A. Knopf.
- Boa, K. (2004). *Augustine to Freud: What Theologians & Psychologists Tell Us About Human Nature (And Why It Matters)*. Nashville: Broadman & Holman Publishers.
- Brennan, R. E, (O.P.). (1952). *General Psychology. A Study of Man Based on St. Thomas Aquinas*. Rev. ed.). New York: The Macmillan Company.
- Brennan, R. E, (O.P.). (1948). *The Image of His Maker: A Study of the Nature of Man*. Milwaukee: Bruce Publishing Co.
- Brennan, R. E, (O.P.). (1941). *Thomistic Psychology: A Philosophic Analysis of the Nature of Man*. New York: Macmillan Co.
- Brown, W. S., Murphy, N., & Malony, H. N. (Eds.). (1998). *Whatever Happened to the Soul? Scientific and Theological Portraits of Human Nature*. Minneapolis: Fortress Press.
- Brush, Nigel. (2005). *The Limitations of Scientific Truth: Why Science Can't Answer Life's Ultimate Questions*. Grand Rapids, MI: Kregel.
- Bufford, Rodger K. (1981). *The Human Reflex: Behavioral Psychology in Biblical Perspective*. San Francisco: Harper/CAPS.
- Capps, Donald, (Ed.). (2001). *Freud and Freudians on Religion*. New Haven: Yale University Press.
- Carter, J. D., & Narramore, B. (1979). *The Integration of Psychology and Theology: An Introduction*. Grand Rapids: Zondervan.
- Clinton, Timothy, & Ohlschlager, George. (Eds.). (2002). *Competent Christian Counseling, Volume One: Foundations & Practice of Compassionate Soul Care*. Colorado Springs, Colorado: WaterBrook Press.
- Collins, Gary. (1993). *The Biblical Basis of Christian Counseling for People Helpers*. Colorado Springs, Colorado: NavPress.
- Collins, Gary. (2007). *Christian Counseling: A Comprehensive Guide*. Revised and Updated Third Edition. Nashville: Thomas Nelson.
- Cooper, John W. (1989, 2000). *Body, Soul & Life Everlasting: Biblical Anthropology and the Monism-Dualism Debate*. Grand Rapids, MI: William B. Eerdmans Publishing Company.
- Crabb, Lawrence J., Jr. (1975). *Basic Principles of Biblical Counseling*. Grand Rapids, Mich.: Zondervan Publishing House.
- _____. (1997). *Connecting: Healing for Ourselves and Our Relationships. A Radical New Vision*. Nashville, Tennessee: Word.
- _____. *Effective Biblical Counseling*. Grand Rapids, Mich.: Zondervan Publishing House, 1977.

- _____. (1987). *Understanding People: Deep Longings for Relationship*. Grand Rapids, Michigan: Zondervan.
- Delitzsch, Franz. (1899). *A System of Biblical Psychology*. Edinburgh: T. and T. Clark. Reprinted Grand Rapids, Michigan: Baker Book House, 1966. (First German Edition, 1855)
- Engel, Jonathan (2008). *American Therapy: The Rise of Psychotherapy in the United States*. New York: Gotham Books.
- Erikson, E. H. (1963). *Childhood and Society*. New York: W.W. Norton & Company.
- Erikson, E. H. (1968). *Identity: Youth and Crisis*. New York: W.W. Norton & Company.
- Erikson, E. H. (1982, 1997). *The Life Cycle Completed* (Extended Version with New Chapters on the Ninth Stage of Development by Joan M. Erikson). New York: W.W. Norton & Company.
- Erikson, E. H. (1962). *Young Man Luther: A Study in Psychoanalysis and History*. New York: W.W. Norton & Company.
- Evans, C. Stephen. (1977). *Preserving the Person: A Look at the Human Sciences*. Downers Grove, Illinois: InterVarsity Press.
- Evans, C. Stephen. (1990). *Søren Kierkegaard's Christian Psychology: Insights for Counseling and Pastoral Care*. Vancouver: British Columbia: Regent College Publishing.
- Faw, Harold W. (1995). *Psychology in Christian Perspective: An Analysis of Key Issues*. Grand Rapids, Michigan: Baker Books.
- Fletcher, M. Scott. (1912). *The Psychology of the New Testament*, 2nd ed. London: Hodder and Stoughton.
- Forster, J. L. (1873). *Biblical Psychology: In Four Parts*. London, Longmans, Green, and Co.
- Frankl, Victor E. (2000). *Man's Search for Ultimate Meaning*. New York: MFJ Books.
- Freud, Sigmund. (1958). *Civilization and Its Discontents*. Translated by Joan Riviere. Garden City, N.Y.: Doubleday & Co.
- _____. (1957). *The Future of an Illusion*. Translated by W. D. Robson-Scott. Garden City, N.Y.: Doubleday & Co.
- _____. (1965). *The Interpretation of Dreams*. Translated by James Strachey. N.Y.: Avon Books.
- _____. (1966). *Introductory Letter on Psycho-Analysis*. Standard Edition. Translated & Edited by James Strachey. New York: W.W. Norton & Company.
- _____. (1967). *Moses and Monotheism*. Translated by Katherine Jones. New York: Vintage Books.
- _____. (1967). *Totem and Taboo: Resemblances between the Psychic Lives of Savages and Neurotics*. Translated by A. A. Brill. New York: Vintage Books.
- Goulouze, William. (1950). *Pastoral Psychology: Applied Psychology in Pastoral Theology in America*. Grand Rapids, MI: Baker Book House.
- Gaede, S. D. (1985). *Where Gods May Dwell: On Understanding the Human Condition*. Grand Rapids, Michigan: Academie Books/Zondervan.
- Green, Christopher D., & Groff, Phillip R. (2004). *Early Psychological Thought: Ancient Accounts of Mind and Soul*. Westport, CT: Praeger.
- Grollman, Earl A. (1965). *Judaism in Sigmund Freud's World*. New York: Appleton-Century.
- Gruender, Hubert. (1922). *Psychiatry Without a Soul: A Criticism*. St. Louis, Mo.: B. Herder Book Co.
- Halbur, Duane A. & Vess Halbur, Kimberley. (2006). *Developing Your Theoretical Orientation in Counseling and Psychotherapy*. Boston: Pearson Allyn & Bacon.
- Hergenhahn, B.R., & Olson, Matthew H. (2011). *An Introduction to Theories of Personality*. 8th Ed. Upper Saddle River, NJ: Pearson Prentice Hall.
- Hoekema, A. A. (1994). *Created in God's Image*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Company.
- Homans, Peter. (1970). *Theology After Freud: An Interpretive Inquiry*. Indianapolis: Bobbs-Merrill.
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WEBSITES

Society for Christian Psychology: <http://www.christianpsych.org/>,
Christian Association for Psychological Studies: <http://www.caps.net/>
American Association of Christian Counselors: <http://www.aacc.net/>
American Counseling Association: <https://www.counseling.org/>
Christian Counseling & Educational Foundation (CCEF) (<http://www.ccef.org/>)
Hope for the Heart: <http://www.hopefortheheart.org>
Association of Certified Biblical Counselors (ACBC) (www.biblicalcounseling.com/) (formerly known as the National Association of Nouthetic Counselors [NANC])
Association of Biblical Counselors (<http://christiancounseling.com/>)
RPM Ministries (<http://www.rpmministries.org/writing/equipping-counselors-for-your-church/>)
Journal of Personality: <http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291467-6494/issues>
Journal of Personality and Social Psychology:
<http://psycnet.apa.org/index.cfm?fa=browsePA.volumes&jcode=psp>
Journal of Research in Personality: <http://www.sciencedirect.com/science/journal/00926566>
Personality and Individual Differences: <http://www.sciencedirect.com/science/journal/01918869>
European Journal of Personality: <http://onlinelibrary.wiley.com/journal/10.1002/%28ISSN%291099-0984/issues>
Personality and Social Psychology Review: <http://psr.sagepub.com/content/by/year>
The EMCAPP (European Movement for Christian Anthropology, Psychology and Psychotherapy)
Journal: Christian Psychology Around The World: <http://emcapp.ignis.de>

Resource Networking and Clearinghouses

Chosen Families (<http://chosenfamilies.org/>)

A non-profit, charitable organization, providing information to parents, family members, religious leaders and the general public on effective solutions to living in families with hidden disabilities, such as Anxiety, Asperger, ADHD, Autism, Bipolar disorder, Depression, Epilepsy, Learning disabilities, Obsessive Compulsive Disorder, Schizophrenia, Sensory Processing Disorders, and Tourette syndrome.

Purpose & Mission: The purpose of *ChosenFamilies.org* is to help families living with hidden disabilities become fully included in the body of Christ. Our mission is to provide resources, connections and encouragement to families with hidden disabilities and to educate and provide resources to religious leaders as they minister to families with these needs.

The Biblical Counseling Coalition (<http://biblicalcounselingcoalition.org/>)

Mission: The BCC exists to multiply the ministry of the biblical counseling movement by strengthening churches, para-church organizations, and educational institutions through promoting unity and excellence in biblical counseling.

The Coalition seeks to foster collaborative relationships and to provide robust, relevant biblical resources that equip the Body of Christ to change lives with Christ's changeless truth through the personal ministry of the Word.

New Life Christian Counseling Network (<http://newlife.com/counselors>) (Part of New Life Ministries)

A large network of professional, Christian counselors located throughout the country. The network counselors have gone through an extensive application and credentials verification process. They agree with the New Life Statement of Faith and meet specific professional standards set for members in the counseling network.

Minds Renewed (formerly Transformed Minds): The Consortium for a Christlike Response to Mental Health (transformedmindsinfo.wordpress.com)

Formed in 2013, the consortium works primarily through the internet to “inspire those needing help; inform them of resources available; and provide the connections needed to reach those resources.”

Key Performance Indicator	Learning Experiences	Assessments
2.F.3.c Theories of normal and abnormal personality development	<i>Instruction</i> Reading assignments, lectures, handouts, case studies, videos, group presentations, book reviews, examinations <i>Reading</i> Olson & Hergenhahn, <i>An Introduction to Theories of Personality</i> , chapters 1-17.	<i>Course Assignments</i> Midterm & Final Exams Personality Theory Paper Group Presentations Book Review