

**PSYC5320 Personality Development
New Orleans Baptist Theological Seminary
Spring 2015**

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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.

Core Values & Basic Competencies

New Orleans Baptist Theological Seminary highlights five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. While all five core values are emphasized, the primary focus for the 2014-2015 academic year is *Spiritual Vitality*. We will do all that we do in order to glorify God and edify His people. Students will be encouraged to consider how *Spiritual Vitality* can be applied in personality development within the context of counseling and community ministry. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. The curriculum at the Seminary is designed to develop **seven competencies essential for effective ministry**: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership.

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.

Student Learning Outcomes

By the end of the study, students should be able to:

1. Identify the major contributors, concepts, research methods, and common terms associated with major personality development paradigms.
2. Demonstrate understanding of a sound biblical view of personality development.
3. Assess the value of social psychology's theories on personality development from a biblical world view and Christian counseling perspectives.
4. Construct a model of personality that demonstrates awareness of major personality theories, within a biblical framework or perspective.

Teaching Methods

As this course is being taught on the Internet, its primary learning activity is interaction with required readings and material posted to the course's website. Each week you will be asked to interact with different types of materials, including lecture notes, PowerPoint presentations, class

texts, exercises or practical activities, and responses from other students. Students will participate in a weekly threaded discussion on Blackboard.

Required Textbooks

Hergenbahn, B. R., & Olson, Matthew H. (2011). *An Introduction to Theories of Personality*. 8th Ed. Upper Saddle River, NJ: Pearson Prentice Hall (or latest edition).

(Choose One of the Following Texts for the Book Review Assignment)

1. Beck, J. (2002). *The Psychology of Paul*. Grand Rapids, MI: Kregel Publications **or** 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. Since both these books may be out of print, an acceptable alternative would be: Boa, K. (2004). *Augustine to Freud: What Theologians & Psychologists Tell Us About Human Nature (And Why It Matters)*. Nashville: Broadman & Holman Publishers.
2. Beck, J. (1999). *Jesus & Personality Theory: Exploring the Five-Factor Model*. Downers Grove, IL: InterVarsity Press.

Course Requirements

Examinations:

(Midterm—20%, Final—20%)

Exams will cover material from assigned readings and PowerPoint presentations. They will be posted on Blackboard, along with instructions.

Discussion Board:

20%

Students will be required to participate in weekly discussion on Blackboard. Questions and activities will be posted throughout the semester. Each student will be responsible for (1) one primary post in response to the posted assignment, and (2) a minimum of two responses to primary posts from other students.

Posts will be graded for content quality and synthesis of course reading materials. Major or primary posts must demonstrate an understanding of the reading, presentation, or assigned activity, with a normal expectation of approximately one paragraph in length. Responses to the posts of others may be shorter, but demonstrate evidence of quality and informed reflection on the subject.

A new discussion board will be posted at the beginning of each section within a unit (usually on a Sunday of each week). Students must post a response to each assignment initiated by the instructor sometime during the week. In order to facilitate better discussion, students are encouraged to post their primary responses as early as possible in the week. **Discussion boards will be closed on Saturday at 11:59 p.m. (CST) each week.** Unless there are extenuating circumstances, discussion boards will not be reopened once they are closed.

Online Etiquette:

As a student preparing for ministry and enrolled in a graduate level course, a mature attitude toward education is expected. Material posted to this course's website should reflect scholarly

thought appropriate to both ministry and graduate-level work. Please do not post non-course material to the website. Observing the following suggestions will help ensure a positive experience for everyone.

Here are some helpful hints as to what to do:

1. Use courtesy and discretion.
2. Be precise in your writing and keep in mind that your audience does not have the benefit of seeing you or observing your body language, including your facial expressions, and, in particular, hearing your “tone of voice.” What you may intend as humor could be interpreted in a variety of ways by your readers, so try to communicate as accurately as possible.
3. Feel free to disagree with one another, including your instructor, but do so in an agreeable manner. Treat one another with Christian respect.
4. Respond to each Discussion Board assignment to the best of your ability, keeping in mind that your responses, for better or for worse, may influence others.
5. Appropriate humor and levity are a valued part of group discussions.

Some helpful hints on what you should avoid:

1. Don't use all capital letters. **SUCH PRACTICE IS THE EQUIVALENT OF SHOUTING AND IS CONSIDERED RUDE.** Occasional use of a word in all capitals for emphasis is fine: “Do NOT ridicule a fellow student (or the instructor)!”
2. Don't be overwhelmed or intimidated by a difficult topic, particularly one that you have not studied before. Each person brings different levels of knowledge and understanding to the discussion and we should all be able to learn from one another. Your theological training may be limited, and you may even be a relatively new Christian, but you are a child of God and you have the Holy Spirit in you. Study hard and be confident in what you add to the discussion group.
3. Don't set limits on your reading and study and remain ignorant about a subject you know little about. Be prepared to do some extra reading, when necessary, rather than trying to get by. The goal of your Christian education should not be mediocrity but doing your best in order to honor God. (Something to think about: Secular education asks “What do I need to do to get an A or a passing grade?” Christian education rejects this form of idolatry and asks “What do I need to do to honor and glorify God?” The grade, while important, is a secondary consideration or objective.)
4. Don't talk down to others, use pejorative language that diminishes others, shut down a discussion by pulling rank (“I'm an expert on this subject...”) use sarcasm, be mean-spirited, or imply that you have a corner on biblical truth and interpretation. We need to be humble in our communication and reminded that God can even use donkeys to communicate his truth if he so chooses (Num. 22).
5. Don't use ad-hominem arguments, where you dismiss a position, theory, opinion, or an idea by attacking the person presenting the view.

Some acceptable discussion and contributions include:

1. Dealing with the issue rather than getting off track or getting bogged down in incidental or minor points.

2. Citing something you learned in a specific course, or referencing something (appropriate) that you have read.
3. Using anecdotes or personal illustrations that add to the discussion.

Help make our class discussions some of the most fruitful and enjoyable experiences of this course.

Book Review: 15%

Each student will select one text from the list (see above) and write a review of the book. The review will be approximately 5 pages, double-spaced, APA Style. 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.

Research Paper: 25%

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 and psychology journals, but should also include information from commentaries, biblical 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 15-20 pages.

Course Evaluation

Requirements and Grading:

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|-------------------------|-----------------------|
| 1. Exam 1 (Midterm) 20% | 4. Book Review 15% |
| 2. Exam 2 (Final) 20% | 5. Research Paper 25% |
| 3. Discussion Board 20% | |

Be sure to check the Reading and Assignments schedule for all due dates.

Grading Scale:

The following grading scale is used at NOBTS (see the Graduate Catalog, available online at <http://www.nobts.edu/resources/pdf/GraduateCatalog.pdf>):

A: 93-100

D: 70-76

B: 85-92

F: Below 70

C: 77-84

Tentative Reading Schedule and Assignments

Unit #	Date/Week	Reading & Assignment Schedule
1	Jan. 20-24	Course Introduction, Background Value of Personality Development Theory
2	Jan. 25-31	Biblical & Historical Perspectives on Personality Development READING: Hergenhahn & Olson, Ch. 1
3	Feb. 1-7	Presentation and Discussion (Freud) READING: Hergenhahn & Olson, Ch. 2
4	Feb. 8-14	Presentation and Discussion (Jung) READING: Hergenhahn & Olson, Ch. 3
5	Feb. 15-21	Presentation and Discussion (Adler) READING: Hergenhahn & Olson, Ch. 4
6	Feb 22-28	Presentation and Discussion (Horney & Erikson) READING: Hergenhahn & Olson, Chs. 5-6
7	Mar. 1-7	Presentation and Discussion (Allport & Catell/Eysenck) READING: Hergenhahn & Olson, Chs. 7-8
8	Mar. 8-14	Midterm Exam
9	Mar. 15-21	Presentation and Discussion Biblical Approaches & Issues in Personality Development
	Mar. 22-28	SPRING BREAK—No Class Meeting
10	Mar. 29-Apr. 4	Presentation and Discussion (Skinner & Dollard/Miller) READING: Hergenhahn & Olson, Chs. 9-10
11	Apr. 5-11	Presentation and Discussion (Bandura/Mischel) READING: Hergenhahn & Olson, Ch. 11 Book Review Due
12	Apr. 12-18	Presentation and Discussion (Buss) READING: Hergenhahn & Olson, Ch. 12
13	Apr. 19-25	Presentation and Discussion (Kelly & Rogers) READING: Hergenhahn & Olson, Chs. 13-14 Research Paper Due
14	Apr. 26-May 2	Presentation and Discussion (Maslow & May) READING: Hergenhahn & Olson, Chs. 15-17

15	May 3-9	
Final Exam Week	May 8-14	The Final Exam will be administered on Blackboard and will be available online on Monday, May 11 from 12:00 AM (CST) to 11:59 PM (CST).

Additional Items and Policies

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.

Attendance:

This course is designed to be an interaction between the professor and students and between students. Attendance for this course will be determined by the students' responses to questions posted to the website each week. Each student must make substantive responses to the activities and question(s) posted. You are encouraged to interact with the responses of your fellow students as well. In fact, **your participation grade will be determined by your interaction with other students' comments on the Discussion Board.** Failure to make the required posting will result in the student being counted absent for the week. Students who are counted absent will be penalized according to the policy of the seminary. Pay attention to the due dates for postings. Time is set at U.S. Central Standard Time (CST).

Plagiarism:

Plagiarism is considered by NOBTS to be a serious academic and ethical offense. It also has implications in the student's adherence to copyright laws. Read the NOBTS *Student Handbook* (p. 9) (See: <http://www.nobts.edu/resources/pdf/StudentHandbook.pdf>) for a description of plagiarism and how to avoid it. The seminary has instituted serious disciplinary consequences for plagiarism. See your style guide (APA) for correct format for citation in your assignments.

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.

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.
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- 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.
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- Benner, D. (1998). *Care of Souls: Revisioning Christian Nurture and Counsel*. Grand Rapids: Baker Books.
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- Collins, Gary. (1993). *The Biblical Basis of Christian Counseling for People Helpers*. Colorado Springs, Colorado: NavPress.
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- Cooper, John W. (1989, 2000). *Body, Soul & Life Everlasting: Biblical Anthropology and the Monism-Dualism Debate*. Grand Rapids, MI: William B. Eerdmans Publishing Company.
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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/>

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])

Journal of Personality: <http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291467-6494/issues>

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