



PSYC5320 Personality Development (online)
Division of Church and Community Ministries
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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.

Purpose of Course

The purpose of this course is to introduce students to the field of Christian counseling and basic counseling skills.

Our Core Values

The seminary has five core values. The focal core value for 2015-2016 is *Mission Focus*. This course supports the five core values of the seminary.

- *Doctrinal Integrity*: Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. Our confessional commitments are outlined in the “Articles of Religious Belief” and the “Baptist Faith and Message 2000.”
- *Spiritual Vitality*: We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.
- *Mission Focus*: We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.
- *Characteristic Excellence*: What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.
- *Servant Leadership*: We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Curriculum Competencies Addressed

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following seven areas:

- *Biblical Exposition*: To interpret and communicate the Bible accurately.
- *Christian Theological Heritage*: To understand and interpret Christian theological heritage and Baptist polity for the church.
- *Disciple Making*: To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
- *Interpersonal Skills*: To perform pastoral care effectively, with skills in communication and conflict management.
- *Servant Leadership*: To serve churches effectively through team ministry.
- *Spiritual and Character Formation*: To provide moral leadership by modeling and mentoring Christian character and devotion.
- *Worship Leadership*: To facilitate worship effectively.

The curriculum competencies addressed in this course are: Biblical Exposition, Disciple Making, and Spiritual and Character Formation.

Course Catalog 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.

Textbooks

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)

- Beck, J. (2002). *The Psychology of Paul*. Grand Rapids, MI: Kregel Publications.
- 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.
- Boa, K. (2004). *Augustine to Freud: What Theologians & Psychologists Tell Us About Human Nature (And Why It Matters)*. Nashville: Broadman & Holman Publishers.
- 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.

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 Assignment Evaluation Percentages

Requirements and Grading:

- | | |
|-------------------------|-----------------------|
| 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 | |

Course Policies

Reading Assignments

Students are responsible for completing all reading assignments.

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. All class work is due at the dates specified. Late assignments will be given a deduction of half a grade per class day after the due date. Any assignment submitted after the final exam will receive a grade of 0 points.

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.

Help for Writing Papers at "The Write Stuff"

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> 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.

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.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook <http://www.nobts.edu/resources/pdf/studentervices/NOBTSHandbook.pdf> where the definition, penalties and policies associated with plagiarism are clearly defined.

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.

Extra Credit

No extra credit is available in this course.

Blackboard and ITC Technical Support

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance accessing Blackboard, Selfserve, or other technical support, please contact the Information Technology Center (Hardin Student Center 290 or call **504.816.8180**). Here are other helpful links to ITC assistance.

- Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
- BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
- ITCSupport@nobts.edu - Email for general technical questions/support requests.
- www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.
- For Student Assistance in using Blackboard, visit: [Student Bb Help](#)

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.

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. For example: “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.

Academic Policies

Academic policies related 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*](#).

Web-based Course Reminder/Warning

Web-based courses are, by nature, a different kind of learning experience than courses taught in the traditional classroom. Because of this structure, this web-based course is more reading and writing intensive than traditional classroom courses. Rigorous study of the deep things of God can be a rewarding experience for anyone who participates in it, but it also calls for extra diligence and integrity in completing the work. This reality does not mean that a web-based course cannot be successful in equipping you, the student, for effective, God-honoring ministry. It simply means utilizing a different strategy. Internet courses allow room for independent learners to thrive—to work at a responsible pace, to engage in student-led discussions, and to take ownership of the learning of course content. Note that your instructors are praying for your success.

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.

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.

Course Schedule

Tentative Reading Schedule and Assignments

Unit #	Date/Week	Reading & Assignment Schedule
1	Jan. 19-23	Course Introduction, Background Value of Personality Development Theory
2	Jan. 24-30	Biblical & Historical Perspectives on Personality Development READING: Hergenhahn & Olson, Ch. 1
3	Jan. 31-Feb. 6	Presentation and Discussion (Freud) READING: Hergenhahn & Olson, Ch. 2
4	Feb. 7-13	Presentation and Discussion (Jung) READING: Hergenhahn & Olson, Ch. 3
5	Feb. 14-20	Presentation and Discussion (Adler) READING: Hergenhahn & Olson, Ch. 4
6	Feb 21-27	Presentation and Discussion (Horney & Erikson) READING: Hergenhahn & Olson, Chs. 5-6
7	Feb. 28-Mar. 5	Presentation and Discussion (Allport & Catell/Eysenck) READING: Hergenhahn & Olson, Chs. 7-8
8	Mar. 6-12	Midterm Exam
	Mar. 13-19	SPRING BREAK—No Class Meeting
9	Mar. 20-26	Presentation and Discussion Biblical Approaches & Issues in Personality Development
10	Mar. 27-Apr. 2	Presentation and Discussion (Skinner & Dollard/Miller) READING: Hergenhahn & Olson, Chs. 9-10
11	Apr. 3-9	Presentation and Discussion (Bandura/Mischel) READING: Hergenhahn & Olson, Ch. 11 Book Review Due
12	Apr. 10-16	Presentation and Discussion (Buss) READING: Hergenhahn & Olson, Ch. 12
13	Apr. 17-23	Presentation and Discussion (Kelly & Rogers) READING: Hergenhahn & Olson, Chs. 13-14 Research Paper Due

14	Apr. 24-30	Presentation and Discussion (Maslow & May) READING: Hergenhahn & Olson, Chs. 15-17
15	May 1-7	
Final Exam Week	May 5-12	The Final Exam will be administered on Blackboard and will be available online from Friday, May 6 from 12:00 AM (CST) to 11:59 PM (CST) on Monday, May 9.

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.
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- Brennan, R. E., (O.P.). (1952). *General Psychology. A Study of Man Based on St. Thomas Aquinas*. Rev. ed.). New York: The Macmillan Company.
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- 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.
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- Frankl, Victor E. (2000). *Man's Search for Ultimate Meaning*. New York: MFJ Books.
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- _____. (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.
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- 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.
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- 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.
- Horney, K. (1945). *Our Inner Conflicts: A Constructive Theory of Neurosis*. New York: W.W. Norton & Company
- Inch, Morris A. (1969). *Psychology in the Psalms: A Portrait of Man in God's World*. Waco, TX: Word Books.
- Jeeves, M. A. (Ed.). (2004). *From Cells to Souls—and Beyond: Changing Portraits of Human Nature*. 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>
- 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>

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