

Personality--Psychology 341

SYLLABUS

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*Objectives*<sup>1</sup>

At the end of this course, you should be able to:

*Information:* a) understand the conceptual "roots" of the leading personality theorists in psychology, b) know the applications of these conceptions for psychotherapy, c) learn some of the philosophical tools for theory construction in psychological theorizing, d) become knowledgeable about different "ways of thinking."

*Analysis:* a) evaluate the conceptual and philosophical origins of traditional personality theories (e.g., what are their assumptions of human nature?), b) analyze other psychological theories (e.g., are they consistent?), c) recognize certain "ways of thinking" in psychological theorizing, d) be able to evaluate the concrete implications (e.g., psychotherapy strategies) of these abstract conceptions.

*Required Texts and Chapters*<sup>2</sup> (texts\* and one packet at the bookstore)

May, R. & Yalom, I. (1989). Existential psychotherapy. In R. J. Corsini and D. Wedding (Eds.), *Current psychotherapies*, (fourth edition), (pp. 363-404). Itasca, Ill: F. E. Peacock.

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<sup>1</sup> Each program at BYU has developed a set of expected student learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the programs in this department and college go to <<http://learningoutcomes.byu.edu>> and click on the College of Family, Home and Social Sciences and then this department. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to <[FHSS@byu.edu](mailto:FHSS@byu.edu)>.

<sup>2</sup> All royalties from Slife texts and articles are donated to charity.

\*Rychlak, J. F. (1981). *Introduction to personality and psychotherapy: A theory-construction approach*. Boston: Houghton-Mifflin Co.

Slife, B. D., & Reber, J. (2001). Eclecticism in psychotherapy: Is it really the best substitute for traditional theories? In B. D. Slife, R. N. Williams, and S. E. Barlow (Eds.) *Critical issues in psychotherapy: Translating new ideas into practice*. (pp. 213-233). Thousand Oaks, CA: Sage Publications.

\*Slife, B. D. (1993). *Time and psychological explanation*. Albany, NY: State University of New York Press.

Slife, B. D., & Williams, R. N. (1995). *What's behind the research: Discovering hidden assumptions in the behavioral sciences*. Thousand Oaks, CA: Sage Publications. (Chs. 3 & 4)

### *Course Mechanics*

*Quizzes.* To provide you with incentive for reading and participating, a quiz on each week's reading assignment will be given at the beginning of each week of classes. We provide these quizzes through the university Blackboard system. Consequently, you must have access to a computer (with the requisite software) that provides access to the Blackboard system at the beginning of each academic week. Please note that it is *your responsibility* to gain this access as well as acquire a working knowledge both of the computer and of the Blackboard system.

Specifically, we will make the quizzes available from noon Monday to noon Tuesday (a 24 hour period) of any particular week of classes. You must take the quiz during this period or your grade is a zero for that quiz. Also, you are only allowed five minutes to take the quiz, so be ready. The quiz may vary in the number of items (typically three or four items), but it will always be designed to be taken in a five-minute span of time.

However, Blackboard will not limit you to five minutes; it will only signal you when the time is up and indicate to us how much actual time you took in answering the quiz. Therefore, any time over the five minute limit (e.g., 5:01 minutes) will mean a deduction of quiz points. One point is deducted for any time after the five minute limit up to one minute (after), with two points deducted for any time after the first minute that is up to the second minute (e.g., 6:01 minutes), and so on. Each quiz is worth a total of five class points.

Our class discussions may not always follow the Class Schedule (below). However, the quizzes will always follow this schedule, so have the assigned reading completed. A portion of the quiz may also contain items from previous class discussions. No makeup quizzes are given. However, only your ten best quizzes (i.e., 50 points) are factored into your final grade, so you can drop at least two quiz scores.

*Examinations.* There will be two examinations. Both exams are essay-style and will include a combination of content-oriented and thought-oriented questions. Before each examination, students will be given a study sheet of questions from which most of the exam will be taken. Each study sheet, similar to each exam, covers approximately one-half of the

course. (The final examination is not cumulative.) The date of each exam is on the course schedule below.

*Grades*

Grades are figured on a strict percentage basis: 90% of the total points or higher earns an A, 80% or higher earns a B, etc.

Quizzes	50 points (possible)
Exam I	100 points (possible)
Final	<u>100 points</u> (possible)
TOTAL	250 points

*Other Issues*

*Grade appeal.* If you feel you have a legitimate complaint about a grade on an examination, you are encouraged to appeal the grade. This requires submitting to me a well-reasoned and highly specific explanation of what you feel is the problem. I will reread your entire examination and/or paper. If this results in an alteration of your grade (higher or lower), the second grade will replace the original grade. Grade appeals can only be made within the two week period following the return of the paper or exam.

*Makeup exams.* No makeup exams are given. Exams are to be taken on the day listed below. The only exception is when someone is sufficiently ill that they cannot take an exam. I do not make the judgment of whether someone is "sufficiently ill." That judgment is made by a physician. Therefore, a note is required from a physician to be eligible for a makeup. This note must state that the person could not take the exam due to illness on the particular day of the exam. Without a note from a physician, the exam score is "0."

*Extra credit.* No extra credit is given. You are wise to concentrate your efforts on the assigned work.

*Special Needs.* Any student with special needs or any student requiring special assistance (as defined by the university) should talk to me as soon as possible.

*Academic and Moral Integrity:* "We believe in being honest, true, chaste, benevolent, virtuous, and in doing good to all men; indeed, we may say that we follow the admonition of Paul – We believe all things, we hope all things, we have endured many things, and hope to be able to endure all things. If there is anything virtuous, lovely, or of good report or praiseworthy, we seek after these things" (Article of Faith 13; see also Brigham Young University Honor Code in the BYU 1999-2000 Undergraduate Catalog, pp. 6-9).

*Cheating.* While all students sign the honor code, it is imperative that all students understand how this code applies to the particularities of psychology. For example,

please see <http://www.byu.edu/stlife/campuslife/honorcode/honcode.html> for specific examples of intentional and inadvertent plagiarism as well as fabrication and falsification. Cheating also includes providing information to a fellow student that gives them an advantage over others or “helping” with an assignment where such help is inappropriate or disallowed. Cheating of any kind will not be tolerated and will result in a failing grade for the specific assignment, if not the class in general.

*Sex Discrimination.* Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please either speak to me about it, contact the Equal Employment Office (378-5895 or 367-5689), or contact the Honor Code Office (378-2847).

*Class Schedule (week by week)*

<b>WEEK OF (date is Tuesday)</b>	<b>TOPIC</b>	<b>READING/DUE</b>
Jan 6	Course Mechanics Four Tools of Theory Construction	Syllabus
Jan 13	Time, Five Characteristics Four Causes	S: Intro & Ch. 1 R: Intro ch. S & W: Ch. 4
Jan 20	Logic, Epistemology	R: Intro ch. (reread) S & W: Ch. 3
Jan 27	Development, Personality	S: Chs. 2, 3
Feb 3	Freud	R: Ch. 1
Feb 10	Adler, Jung	R: Ch. 2, 3
<b>Feb 17 (Tu is “Mon”)</b>	<b>Midterm Examination (Thursday)</b>	
Feb 24	Sullivan Skinner	R: Ch. 5 R: 432-447
Mar 3	Cognition Bandura	S: Ch. 5 R: 474-493
Mar 10	Individual Therapy Rogers	S: Ch. 6 R: Ch. 9
Mar 17	Kelly	R: 708-748
Mar 24	Systems Group and Family Therapy	S: Chs. 7 & 8
Mar 31	“Friday” and Thanksgiving	
Apr 7	Existential Psychotherapy Eclecticism	May & Yalom Slife (2001)
Apr 14 (Last class is Tu)	General Themes and	S: Ch. 9

Alternative Approaches

S: Ch. 10

**Apr 17**

**Final Exam (3 pm – 5 pm)**

Legend:

S=Slife Text

R=Rychlak Text

S & W=Slife & Williams Text

*Course Characteristics (or Why You Might Consider Dropping This Course)*

- 1) There is a ton of reading in this course. If you dislike reading or attempt to do it all at the last minute, you will not do well in this course.
- 2) Much of the reading is quite difficult. You will often need to read the material twice or three times to truly understand it. If you typically do not take the time to do a careful reading of course material, drop the course.
- 3) The material is much more philosophical than most other psychology courses. If you do not wish to learn something new or in depth, then you should probably drop the course.
- 4) You cannot memorize the material of this course, nor will merely “knowing” the material be sufficient. You will need to think about and articulate concisely the material well to get a decent grade. If you usually rely on memorizing points, consider dropping the course.
- 5) The course begins at noon on Tuesday, regardless of when the devotional ends. We may be giving participation credit (for those who are here on time and attentive). Either way, I have consulted with the university administration and they want me to begin my class, including graded activities, on time.
- 6) The main portion of your grade stems from two essay exams, a midterm and a final. It is easy to tell when grading these exams if you have read the material, so if you tend to skim by without doing the reading, then think about dropping the course.
- 7) You must take the final examination when it is scheduled by the university. If you need to leave the university earlier than the scheduled date, consider another course.
- 8) Class quizzes must be taken as you are instructed. We will be attempting to do this on Blackboard, so if you not know Blackboard, it is your responsibility to learn it.
- 9) The material of the course is so difficult that most students find it imperative to attend class and discuss the material with the instructors. If you tend to miss classes, do not take this course.
- 10) The class is large, so questions of clarification are the most useful to everyone.