

Instructor/TA Info

Instructor Information

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TA Information

Name: Mason Ming

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Office Hours: Thu 1:15pm-2:00pm

Or By Appointment

Name: Philip Soh

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Or By Appointment

Name: Elijah Moller

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Name: Rachel Nealy

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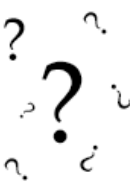
Office Hours: Tue, Thu 3:45pm-5:00pm

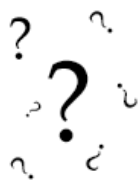
Fri 9:00am-10:00am

Or By Appointment

Course Information

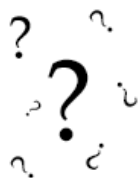
Materials

Item		Price (new)	Price (used)
	<u>TIME & PSYCHOLOGICAL EXPLANATION</u> - <i>Required</i>	33.95	25.50
	by SLIFE, B		



PACKET PSYCH 341 READINGS - Required
by SLIFE, B

30.00



PACKET EXCERPTS FROM INTRO TO PERSONALITY &
PSYCHOTHERAPY 2E - Required
by RYCHLAK, J

95.00

Reading Packet Contents

Existential Psychology 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.

Theoretical Allegiance in the Sciences Slife, B. D. (2010). Introduction. In B. Slife (Ed.), *Taking sides: Clashing views on psychological issues*, 16th Edition, pp. xix – xxvii. New York: McGraw-Hill.

Psychological Eclecticism 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.

Psychological Epistemology and Determinism 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)

When God Truly Matters in Psychology Slife, B. D., Reber, J. S., & Lefevor, G. T. (in press). When God truly matters: A theistic approach to psychology. *Psychology of Religion and Spirituality*.

Description

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.

Classroom Procedures

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 Learning Suite system. Consequently, you must have access to a computer (with the requisite software) that provides access to the Learning Suite 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 Learning Suite 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, Learning Suite may not limit you to five minutes; it may only signal you when the time is up and indicate to us how much actual time you took in answering the quiz. If this occurs, 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.

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."

Grading Policy

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

Learning Outcomes

1. Identify and distinguish personality theories

Students will identify and distinguish the major personality theories of psychology.

Measurement: Multiple choice/Short essay.

2. Contemporary research and applications

Students will identify and give examples of contemporary research or applications of these theories.

Measurement: Multiple choice/Short essay.

3. Theoretical assumptions

Students will identify the theoretical assumptions that underlie these personality theories.

Measurement: Multiple choice.

4. Practical and religious implications

Students will articulate some of the practical and religious implications of these theories.

Measurement: Essay assignments.

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 12:05 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 using Learning Suite, so if you do not know Learning Suite, 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 for everyone.

Schedule

Date	Topic of Class Session	Assignment	Quizzes and Exams
Week 1			
T Sep 05 Tuesday	Introduction to Personality Conceptions Course Mechanics	Syllabus	
Th Sep 07 Thursday	The Power of Theory in Science Four Tools of Theory Construction	Allegiance Article	
Sa Sep 09 Saturday			Quiz 1 (on upcoming week's reading) Opens
Week 2			
T Sep 12 Tuesday	Time, Five Characteristics	Slife: Time Intro & Chapter 1	Quiz 1 (on upcoming week's reading) Closes
Th Sep 14 Thursday	Four Causes	Slife & Williams: Chapter 4	Quiz 2 (on upcoming week's reading) Opens
Sa Sep 16 Saturday			
Week 3			
T Sep 19 Tuesday	Epistemology	Slife & Williams: Chapter 3	Quiz 2 (on upcoming week's reading) Closes
Th Sep 21 Thursday	Reasoning	Rychlak: Intro Chapter	Quiz 3 Opens
Sa Sep 23 Saturday			
Week 4			

T Sep 26 Tuesday	Development	Slife: Chapter 2	Quiz 3 Closes
Th Sep 28 Thursday	Personality	Slife: Chapter 3	Quiz 4 Opens
Sa Sep 30 Saturday			
Week 5			
T Oct 03 Tuesday	Sigmund Freud	Rychlak: Chapter 1	Quiz 4 Closes
Th Oct 05 Thursday	Alfred Adler	Rychlak: Chapter 2	Quiz 5 Opens
Week 6			
T Oct 10 Tuesday	Carl Jung	Rychlak: Chapter 3	Quiz 5 Closes
Th Oct 12 Thursday	Carl Jung and Review	Review of Chapters 1 - 3	Review Quiz 6 Opens
Week 7			
T Oct 17 Tuesday	Study Session for Midterm Examination	Questions on Study Sheet	Review Quiz 6 Closes
Th Oct 19 Thursday	Midterm Examination	109 SWKT, 12:00-1:30pm	Midterm Exam
Sa Oct 21 Saturday			Quiz 7 Opens
Week 8			
T Oct 24 Tuesday	Harry Sullivan	Rychlak: Chapter 5	
Th Oct 26 Thursday	B. F. Skinner	Rychlak: 432-447	Quiz 7 Closes Quiz 8 Opens
Week 9			
T Oct 31 Tuesday	Cognition	Slife: Chapter 5	Quiz 8 Closes
Th Nov 02 Thursday	Albert Bandura	Rychlak: 474-493	Quiz 9 Opens
Week 10			
T Nov 07 Tuesday	Individual Therapy	Slife: Chapter 6	Quiz 9 Closes
Th Nov 09 Thursday	Carl Rogers	Rychlak: Chapter 9	Optional Quiz 10 Opens
Week 11			
T Nov 14 Tuesday	George Kelly	Rychlak: 708-748	Optional Quiz 10 Closes
Th Nov 16 Thursday	Systems: Group Therapy	Slife: Chapter 7	
Week 12			
T Nov 21 Tuesday	Friday Instruction	No class	
W Nov 22 Wednesday	No Classes		

Th Nov 23 Thursday	Thanksgiving	No class	Quiz 11 Opens
Week 13			
T Nov 28 Tuesday	Systems: Family Therapy	Slife: Chapter 8	Quiz 11 Closes
Th Nov 30 Thursday	Eclecticism	Slife & Reber	Quiz 12 Opens
Week 14			
T Dec 05 Tuesday	Existential Psychology	May & Yalom	Quiz 12 Closes
Th Dec 07 Thursday	Theistic Psychology	Slife, Reber, & Lefevor	Optional Review Quiz 13 Opens
Week 15			
T Dec 12 Tuesday	Theistic Psychology and Review	Previous chapters and articles	Optional Review Quiz 13 Closes
W Dec 13 Wednesday			
Th Dec 14 Thursday	General Review Session	Questions on Study Sheet	
F Dec 15 Friday	Fall Exam Preparation (12/15/2017 - 12/15/2017)		
Sa Dec 16 Saturday	First Day of Fall Final Exams (12/16/2017 - 12/21/2017) Final Exam: HBLL 2233 and HBLL 2234 11:00am - 2:00pm		Final Exam

Assignments

Assignment Description

Quiz 1 (on upcoming week's reading)

Sep
12

Due: Tuesday, Sep 12 at 12:00 pm

Description

Quiz 2 (on upcoming week's reading)

Sep
19

Due: Tuesday, Sep 19 at 12:00 pm

Description

Quiz 3

Sep

26

Due: Tuesday, Sep 26 at 12:00 pm

Description

Quiz 4**Oct
03**

Due: Tuesday, Oct 03 at 12:00 pm

Description

Quiz 5**Oct
10**

Due: Tuesday, Oct 10 at 12:00 pm

This is a 5 minute, timed test.

Review Quiz 6**Oct
17**

Due: Tuesday, Oct 17 at 12:00 pm

This is a 5 minute, timed quiz for the midterm review

Midterm Exam**Oct
19**

Due: Thursday, Oct 19 at 1:35 pm

Exam

Quiz 7**Oct
26**

Due: Thursday, Oct 26 at 4:00 pm

This is a 5 minute timed quiz. Time taken over 5 minutes will be subtracted from your score.

Quiz 8**Oct
31**

Due: Tuesday, Oct 31 at 12:00 pm

This is a 5 minute timed quiz.

Quiz 9**Nov
07**

Due: Tuesday, Nov 07 at 12:00 pm

This is a 5 minuted timed quiz.

Optional Quiz 10**Nov
14**

Due: Tuesday, Nov 14 at 12:00 pm

Happy Thanksgiving!

Quiz 11

Nov
28

Due: Tuesday, Nov 28 at 12:00 pm

Description

Quiz 12

Dec
05

Due: Tuesday, Dec 05 at 12:00 am

Description

Optional Review Quiz 13

Dec
12

Due: Tuesday, Dec 12 at 12:00 am

Final Exam

Dec
16

Due: Saturday, Dec 16 at 1:15 pm

Exam

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing

to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010