

**YORK UNIVERSITY FACULTY OF HEALTH DEPARTMENT OF PSYCHOLOGY
4050 6.0 A – F/W, 2017/2018**

PERSONALITY THEORY AND BEHAVIOUR DISORDERS

COURSE OUTLINE

COURSE DIRECTOR: DR. MICHAEL LUTHER Dr. M. Luther 277 BSB

mluther@yorku.ca; also on Moodle

THURSDAYS – 2:30 PM – 5:20 PM; Appointment: 1 hour before class in classroom

SEMINAR COURSE (3 HOURS PER WEEK)

Requirements: Two class presentations, one exam and one essay. Grading will be based on 2 class presentations, class discussion, exam, attendance and essay. There will be one formal FINAL exam at the end of the course on Text #2 (Disorders Without Borders). A field trip to Hockley Valley is mandatory too. Black Creek Pioneer Village is available an alternative visit.

Course Evaluations:	TERM %
Seminar presentations	- 25% (12.5% per term)
Class Participation and Discussions	- 25 % (12.5% per term)
Winter Exam	- 25% *open book, multiple choice
Written Assignment (Paper)	- 25% <u>(Due November 30)</u>

Prerequisites: AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00 with a minimum grade of C; AK/AS/HH/SC/PSYC 2030 3.00 or AK/HH/PSYC 2530 3.00; one of AK/AS/HH/SC/PSYC 2021 3.00, AK/AS/HH/SC/PSYC 2020 6.00, AK/HH/PSYC 2510 3.00; AK/AS/HH/SC/PSYC 2130 3.00 or AK/HH/PSYC 3220 3.00; AK/HH/PSYC 3140 3.00 (after Winter 2002) or AS/SC/PSYC 3140 3.00 or AK/HH/PSYC 3215 3.00. **Course credit exclusions:** None

N.B. NO CELL PHONES IN THE CLASSROOM!!!

Course Description

A critical review of current concepts of the nature, causes and amelioration of disordered behaviour. Concepts are illustrated with selected examples of both normal and abnormal social behaviour.

Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in personality theory and behaviour disorders.
2. Critically evaluate, synthesize and resolve conflicting results in personality theory and behaviour disorders.
3. Articulate trends in personality theory and behaviour disorders.
4. Locate research articles and show critical thinking about research findings in personality theory and behaviour disorders.
5. Express psychological knowledge in written form in more than 1 sub-discipline.
6. Engage in evidence-based dialogue with course director and peers.
7. Demonstrate an ability to work with others.

COMPULSORY TEXTS (NOT TO BE COPIED)

Funder, D.C.. (2015) *The Personality Puzzle*, (7th Edition). N.Y.: Norton

Luther, M.G., Allen, J.C. & Franklin, P. (Winter 2017). *Disorders Without Borders*. Concord, ON: Captus Press

RECOMMENDED: Marchese., F. (2015). *Coming Into Being: Sabina Spielrein, Jung, Freud, and Psychoanalysis*. (At the Bookstore)

TERM #1**PSYCHOLOGY 4050 6.0 A****PERSONALITY THEORY AND BEHAVIORAL DISORDERS**

Thursdays 2:30 -5:30 P.M.
Term #2 will be posted in Winter, 2018

I. ORIENTATION**Thursday , September 7 - “Evolutionary Roots” Lecture.**

Luther, M. (2017), ‘Theory of Mind’ chapter

Thursday, September 14 - The Psychodynamic Model of Personality

1. Luther, M. (Lecture) “Freud, Jones and Jung”
2. Funder, D. Freud & Jung chapters in text
3. Luther, M. (2017), “Superfly” and “Uncertain Future” chapters

Thursday, September 21 – Biocentric Psychology- POSSIBLE TRIP TO HOCKLEY VALLEY – A 1 hr. hike during class hours!

N.B.: Alternatively, there will be a ‘real’ study of Pioneer Village **in-situ**. Students will purchase tickets and make a real 3-hr. visit to the site and take movies and/or photos of the premises. They will relate their experiences on the trip to the Naturalistic/Biocentric chapter in the next class.

Thursday, September 28 - ‘Naturalistic Biocentric Model’ Luther, M. (Lecture)

Luther, M. (2017), “Naturalistic” chapter
Relate trip(s) to this key concept/field. The Pioneer Village students will do a presentation (individually) of their analysis in the class with photos.

Thursday, October 5 - Early Trait Models (‘HEXACO’ Presentation)

Funder, D. Adler, Mischel, Eysenck, Frankl (‘Trait’ chapters)

Thursday, October 12 - Learning Theory Models (Skinner, Pavlov, Wolpe)

Funder, D. ‘Learning Theory Models’ chapters
Luther, M. (2017), “I.B.T.” chapter

Thursday, October 19 - Current Trait Theory (“Big Five” & “Five Factor”)

Funder, D. “Costa and McCrae” chapter
Luther, M. (2017), HEXACO chapter

Thursday, October 26 – Co-curricular ‘Day Off’ (NO CLASS)

Thursday, November 2 - The Social Cognitive Models of Personality

Funder, D. ‘Bandura’s model’ chapter

Thursday, November 9 - Cognitive Models (Ellis, Beck, Burns, etc.)

Funder, D. (Cognitive chapter)

Luther, M. (2017), “Uncertain Future” chapter

Thursday, November 16 - Depression, Anxiety and Coping

Luther, M. “Depression and Anxiety” chapters

Thursday, November 23 - Humanistic Models

Funder, D. “Humanistic models” chapters

Thursday, November 30 - Biological Causes of Illness

Luther, M. (2017), “Warrior Gene” chapter

Term Paper #1 (See last page/rubric) (25%)

Model Comparisons: Compare 3 models of personality with your presentation topic or model. The paper is 15-20 typed pages (APA style) on the Personality topic that is presented in class. The paper includes ‘pros’ and ‘cons’ regarding the etiological models. You must defend a thesis (about your chosen model) or reject it. **Internet info is strictly limited.**

Link your “Theory of Mind” and “Naturalistic Biocentric Psychology” (Luther) chapters to your Conclusions. The list of **Headings** and **subheadings** (below) are crucial! Submit your readings with the paper. This is **not** a journalistic-style essay, **nor** a polemic; be objective and **not** narrative in style. Due last class in December, 2017. (See **Rubric** at back of outline).

PLAN:

- | | | |
|----|--|------------|
| A. | <u>Introduction</u> to topic & thesis statement | 1 page |
| B. | <u>History</u> of Theorist(s) | 1 page |
| C. | <u>Main Ideas</u> of your chosen main model | 2 pages |
| D. | <u>Comparisons of MODELS</u> (i.e., 3 other models needed),
(i.e., similarities & differences).* | 8-10 pages |
| E. | <u>Theory of Mind</u> Link Luther M. (2017) chapter with
YOUR model. | 1 page |
| F. | <u>Biocentric/Naturalistic Psychology</u> Link Luther M. (2017)
chapter with YOUR model. | 1 page |
| G. | <u>Conclusions</u> Pros and Cons of your model and others | 2 pages |
| H. | <u>References</u> APA style; reference every claim/fact. | 1- 3 pages |

N.B: AVOID USING POP. WEB MATERIAL! Use real books and articles. BUY TWO BOOKS!

* These are **not** just summaries of each model

THE ESSAY FOR THE FIRST TERM IS DUE ON THURSDAY, NOVEMBER 30.

ADDITIONAL REFERENCES WILL BE ADDED DURING THE COURSE THROUGHOUT THE YEAR. IN PRESENTING AND IN DOING THEIR PAPERS, STUDENTS ARE ENCOURAGED TO USE PRIMARY READING SOURCES FOR THE VARIOUS PERSONALITY MODELS (E.G., SKINNER, FREUD, JUNG, ADLER, GOLDBERG, ETC.) AND AVOID RATHER USELESS 'POP. PSYCH.' INTERNET INFO. OR MAGAZINE ARTICLES.

PSYCHOLOGY 4050.06 A
PERSONALITY THEORY AND BEHAVIORAL DISORDERS

FIRST TERM - FALL 2017

SEMINAR PRESENTATIONS

- | | | | |
|-----|--------------|---|---|
| 1. | September 7 | - | Orientation – Dr. Luther
“Evolutionary Roots”
Naturalistic Psychology |
| 2. | September 14 | - | Freud’s Psychodynamic Model – Dr. Luther
Jung’s Dynamic Model – Dr. Luther
- Jones Model & Spielrein’s |
| 3. | September 21 | - | TRIP TO HOCKLEY VALLEY |
| 4. | September 28 | - | Biocentric/Naturalistic Psychology-Students |
| 5. | October 5 | | Early Trait Models - Students
(Eysenck, Adler, and Mischel) |
| 6. | October 12 | - | The Situationism Model of Personality – Students
(Skinner, Zimbardo’s Prison, Abu Ghraib Prison,
Bettelheim’s Concentration Camp) |
| 7. | October 19 | - | ‘HEXACO’
- “Big 5” (and “Five Factor Model”) – Students |
| | October 26 | - | Co-Curricular Day-off |
| 8. | November 2 | - | The Social Cognitive Models of Personality - Students
(Endler, Bandura, Magnussen) |
| 9. | November 11 | - | Cognitive Psych.: Emotions & Cognitive Therapy Students
(A. Beck, A. Ellis, D. Burns, etc.) |
| 10. | November 16 | - | Depression, Anxiety, - Students |
| 11. | November 23 | - | Humanistic Studies |
| 12. | November 30 | - | “Warrior Gene”
- Genetic/Biological Causes of Disorder-Students |

FIRST TERM ESSAY DUE ON THURSDAY, NOVEMBER 30, 2017

**‘CRITICAL’ PAPER MARKING SCHEME:
POOR / FAIR / GOOD / V.GOOD / EXCELLENT / BRILLIANT**

NAME: _____ **PRESENTATION DATE:** _____

TOPIC: _____

BASIC _____

COVERAGE _____

APA STYLE _____

CITATIONS _____

QUOTES _____

GRAMMAR/SPELLING _____

HISTORY _____

THREE MODELS _____

ORGANIZATION _____

THEORY OF MIND _____

NATURALISTIC Ψ _____

FOCUS _____

CLARITY _____

CONCLUSIONS _____

THESIS _____

ARGUMENTS _____

REFERENCES _____

POOR / FAIR / GOOD / V.GOOD / EXCELLENT / BRILLIANT

OVERALL MARK _____

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2017-18](#))

Late Work/Missed Tests or Exams

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://myacademicrecord.students.yorku.ca/pdf/attending-physicians-statement.pdf> may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2017-18 - Important Dates](#)

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 20	Sept. 20	Jan. 17
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 4	Oct. 18	Jan. 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 10	Feb. 9	March 9
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 11 - Dec. 4	Feb. 10 - Apr. 6	March 10 - Apr. 6

***Note:** *You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as "W". The withdrawal will not affect your grade point average or count towards the credits required for your degree.*

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#).

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as "Cheating in an attempt to gain an improper advantage in an academic evaluation" (article 2.1.1 from the Senate Policy) and/or "encouraging, enabling or causing others" (article 2.1.10 from the Senate Policy) to cheat.

Electronic Devices During a Test/Examination

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. **Policy Statement.**

Policy: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy.](#)

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC 4050A course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

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