Course Title:
Personality and Personality Disorders

Course Number:
HR 5573-220

Course Description:
A basic understanding of personality and personality disorders is essential for those working in behavioral health fields and can provide much insight and assistance to those in counselor, supervisory, or managerial roles. The purpose of this course is to provide the student with an overview of the basic components of major theories of personality that are most relevant to understanding human personality. Included in this course will be a focus on some of the coping and defensive strategies that can lead to successful personality styles/dimensions, as well as personality disorders. There will be an overview of common methods for personality assessment. In addition, there will be a review of personality disorders as addressed in DSM-IV-TR and an overview of representative treatment approaches. There is a decided emphasis on gaining a practical understanding of personality and personality disorders for those with career goals in clinical/counseling, leadership, and management.

Class Dates, Location and Hours:
Dates: March 4-9, 2014
Location: Classes held at Building 2784, Room 301, Kapaun Air Station on Vogelweh Air Base.
Hours: Tue-Fri 6:00-9:30 p.m.; Sat-Sun 8:30 a.m.-4:30 p.m.
Last day to enroll or drop without penalty: February 3, 2014

Site Director:
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Fax Number: (405) 325-4737
E-mail Address: kirby@ou.edu
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.
**Textbook(s) and Instructional Materials:**

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK. Orders can be placed online at [www.oklahoma.bkstr.com](http://www.oklahoma.bkstr.com). Faxed orders may be placed 24 hours a day at (405)-325-7770. Representatives are available by phone at (405) 325-3511 or (800) 522-0772 (toll-free) or E-mail at [0831mgr@fheg.follett.com](mailto:0831mgr@fheg.follett.com) from 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; and 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). (Text prices are available online.)

**Primary text: Select One from list below.**

While this course does not focus solely on personality theory, you will develop background in major theories that have shaped our understanding of this area. To that end, select from among the following textbooks **at least one textbook** that meets your specific scholarly and career needs (see brief descriptions below). You may want to go online to sites such as that of the publisher or textbook vendors and examine the contents of these textbooks. Then select a textbook you feel will best meet your needs. Any relatively recent edition of these textbooks will provide the theoretical background and context for presentations, case studies, and class discussion of personality—that is, the most recent edition is not absolutely necessary and there may be some price advantage found in recent editions that are still available. **For specific chapter assignments, see “Readings” below.**

- Cervone, D., & Pervin, L.A. (2009). *Personality: Theory and research* (11th ed.). New York: John Wiley & Sons. ISBN 9780470485064. [This textbook provides good coverage of major personality theories and also includes summary sections on research related to each theory. It is typically used for introductory or upper-division level coursework. This would be a good choice for a student who has an interest in very readable summaries of the theories and is interested in research that has evolved from the theories.]

- Hall, C., Lindzey, G., & Campbell, J. (1997). *Theories of personality* (4th ed.). New York: John Wiley & Sons. ISBN 9780471303428. [This is “the” classic comprehensive textbook on personality theory. It emphasizes descriptions of the major theories, but it does not cover contemporary research to any large degree. It is typically used for upper-division and graduate-level coursework. This would be a good choice for a student who has a serious and committed interest in personality theory and/or a student who has had some previous exposure to personality theory but wants more depth—also a superb reference textbook. This textbook is rich and detailed, but it can also be quite dense and challenging.]

- Hergenhahn, B.R., & Olson, M.H. (2010). *An introduction to theories of personality* (10th ed.). Upper Saddle River, NJ: Prentice Hall Ptr. ISBN 9780205798780. [This is a very readable textbook focusing primarily on major personality theories. It is typically used for introductory or upper-division course work. This would be a good choice for a student who has never had previous exposure to personality theory and would like a very approachable textbook. Research coverage is light.]

- Monte, C., Sollod, R. N., & Wilson, J. (2008). *Beneath the mask: An introduction to theories of personality* (8th ed.). Upper Saddle River, NJ: John Wiley & Sons. ISBN 9780471724124. [This textbook is typically used for upper-division and graduate-level coursework. It has comprehensive chapters on major theories and provides ancillary material on the development of the theories from an historical perspective. It would be a good choice for a student who has a serious and committed interest in this area and/or a student who has had some previous exposure to personality theory—also a good reference textbook. Perhaps more approachable than the Hall et al. textbook.]

**Materials posted on the OU Desire to Learn (D2L) system and OU Library Reserve:**

After reading selected book chapters from your textbook (see “Readings” below), the materials listed below should be read in the following order. These chapters will be posted on the OU Desire to Learn (D2L) as well as the OU Library Reserve system.
Course Objectives:

- Develop a basic understanding of major theories of personality.
- Understand the difference between personality theories, styles/dimensions, and personality disorders.
- Develop a fundamental understanding of the coping and defensive strategies that give rise to well-adjusted personalities and personality disorders, respectively.
- Develop knowledge of specific personality disorders.
- Understand the complex relationship between DSM Axis 1 and Axis 2 disorders.
- Develop an understanding of various treatment approaches/options for personality disorders.
- Develop a practical understanding of personality and personality disorders for those with career goals in clinical/counseling, leadership, and management.

Assignments, Grading and Due Dates:

Readings

Please read the following assignments and complete them before class begins. Read chapters from your personality textbook covering, at a minimum, the following personality theories, as well as the additional materials on D2L/OU Library Reserve (materials listed above). It might be the case that the textbook you select will not cover all the following theorists. However, most competent textbooks on personality theory should cover most of these theories.

a. Freud – Psychoanalytic Theory
b. Adler – Individual Psychology
c. Rogers – Self Theory/Humanistic
d. Allport – Trait Theory
e. Kelly – Cognitive
f. Pavlov, Skinner, Bandura – Learning//Behavioral Theory
h. DSM-IV-TR chapter – “Multiaxial assessment.”
j. DSM-IV-TR chapter – “Personality Disorders.”

Group Projects/Presentations:

The class will be divided into groups for the purpose of completing group projects (to be defined in class). All students will be expected to participate in these projects and contribute cooperatively and constructively to the group effort (to be described in class in more detail). Each student will be graded on:
contribution to group meetings/process and quality of overall group presentation (5 points), and individual contribution to the presentation (5 points). [Group Projects Total = 10 points]

**Exam over Readings, Lectures, and Discussions:**
To be administered during the latter part of the class sessions. The exam will include short-answer essays (25 points) and a case study analysis (10 points). Part will be “take home” on the second to the last day of class, and part may be taken in class on the last day of class. [Exam Total = 35 points]

**Papers**
You will be writing two papers for this course – a Primary Paper and a Post-Seminar Assignment Paper. Before writing any papers, please review elements of correct writing such as paragraph construction, sentence structure, grammar, and punctuation. *The Publication Manual of the American Psychological Association*, which is the standard for Human Relations and most social sciences, contains an excellent review in chapters 2 and 3.

**Primary Paper:**
Your task is to write a paper demonstrating and applying your knowledge of Personality Psychology and Personality Disorders. Begin your paper by selecting an individual who is well known (that is, a person in the popular press, a politician, actor/actress, business leader, historical figure, etc.) You may want to check the bibliography section at your library or go online and explore bibliographies. **It might be best if the individual faced interpersonal conflict including controversy, catastrophe or great challenges. The person may or may not have a personality disorder.** However, at a minimum, be sure to select a person with a distinctive personality. Once you have selected a distinctive person, collect literature on the person (e.g., biographies, books, newspaper or magazine articles, etc.). **Do not depend on or copy information from Wikipedia or other online sources!**

Write a paper (typically about 12 pages) with the following sections clearly labeled:

a. **Description:** Describe the person and their behavior in general terms much like a general “book report.” (typically 1-2 pages)

b. **Nature of Personal Problems/Challenges:** Describe the specific controversial nature of the person—that is, the focal problem(s) this person presents/experiences. (typically 1 page)

c. **Major Personality and Individual Differences Features:** Enumerate specifically the major features of this person’s personality you deem to be noteworthy, controversial, or otherwise important for defining them as an individual. Include examples of personality structure as well as processes, such as defenses, coping/cognitive styles, etc., and discuss ethnic, gender, age, and any other variables that you believe might be operable and capable of influencing the person or other person(s) involved. Justify your analysis with evidence that you think supports your views and is consistent with current knowledge as found in your readings and textbook. (typically 4-6 pages)

d. **Range of Personality:** Identify and discuss whether this person has a normal range of personality functioning or whether this person may have gone beyond the acceptable boundaries for “normal” personality function and may be an example of personality disorder. (typically 1 page)

e. **Suggestions for Change:** Describe any methods or approaches you might use to intervene in the situation (i.e., help the person or the situation) to bring about improved communication, improved interpersonal effectiveness, interpersonal satisfaction, etc., as well as methods and/or approaches you would not recommend. (typically 1-2 pages)

f. **Personal Biases:** Include a discussion of your personality characteristics and/or cultural, sex/gender, age, etc. perspectives that might be influencing your perception of the person and/or events. (variable, but typically 1-2 pages)

Submit a hard copy of your paper the first night of class and also include an electronic copy (preferably MS Word or .rtf format on a jump drive, emailed, etc.). If submitting an electronic copy creates a problem for you, please discuss it with the instructor. [Primary Paper Total = 35 points]
Post Seminar Assignment (PSA):

Your task is to select a person who you know personally and are familiar with either in a personal friendship, or a clinical, business, industry, military, etc. relationship. Be sure to select a person with the strong potential or demonstrated capability to disrupt the interpersonal dynamics of the environment in which you observe or encounter them.

Construct a paper using the following statements/questions as section titles: Answer each question completely by applying the material you have learned in the course.

a. **General Description:** Create a pseudonym for this person and change the context (i.e., disguise your relationship or their job, etc.) to protect their anonymity. Then describe in general terms this person, the situation, and their personality—i.e., a broad overview. Also describe the nature of their behavior. Discuss their strengths and weaknesses.

b. **Classification:** How would you classify this person’s personality with regard to being “normal” or “abnormal?” What criteria would you use?

c. **Personality Structure:** How would you categorize this person’s personality with regard to personality traits/characteristics/styles and/or personality disorders? What techniques of cognition or defense do you believe form this person’s personality?

d. **Structured Change:** What would you suggest as a reasonable intervention or treatment strategy to address any problems?

e. **Prognosis:** What is your prognosis for success in helping this person change or improve themselves?

The PSA paper should be typed and double-spaced. Please send your papers via email attachment (preferably MS Word or .rtf format) to the instructor. About 10 pages are expected, but most important is quality of thought, analysis, and exposition. [Post Seminar Assignment Total = 20 points]

**The Post Seminar Assignment (PSA) is due Monday March 23, 2014.** You can give me hard copies of your PSA papers in class, or email them (which is preferable), or mail your report to me no later than 14 days following the last day of the (HR5573) class.

**Grading:**

This is a letter-graded course: A, B, C, D, or F. An A is 90 or more percentage points; a B, 80 to 89 percentage points, etc.

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<th>Assignments</th>
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<tr>
<td>Primary paper</td>
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<td>Group Projects</td>
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<td>Final examination</td>
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<tr>
<td>Post-Seminar Assignment—PSA</td>
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**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement;
- assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the Student’s Guide to Academic Integrity.

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Copyright

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA

Kirby Gilliland, Ph.D.
David Ross Boyd Professor of Psychology

Education
- 1971  B.A. in Psychology, San Jose State University
- 1973  M.A. in General Experimental Psychology, San Jose State University
- 1976  Ph.D. in Experimental and Clinical Psychology, Northwestern University

Current Positions
- Advanced Programs Professor since 1996
- Past Director, Center for the Study of Human Operator Performance
- Past Associate Dean, College of Arts & Sciences
- Past Administrative Fellow, Provost’s Office
- Past Chair, Department of Psychology, University of Oklahoma
- Licensed Psychologist (currently inactive), State of Oklahoma (Specialty: Clinical Psychology)

Frequently Taught Advanced Programs Courses
- HR 5003  Theoretical Foundations in Human Relations
- HR 5573  Personality and Personality Disorders

Major Areas of Teaching and Research Interest
- Personality theory and research; Abnormal Psychology
- Biologically-based theories of personality
- Relationship between personality, human performance, and psychophysiology;
- Workload and human factors; Computerized task battery assessment
- Selected clinical research areas.

Representative Publications and Presentations
- Numerous regional, national, and international presentations, and externally-funded research projects sponsored by FAA, US Army, US Air Force, NASA, and three U.S. Congressional Allocations: Total over $9.3M.
Representative Honors and Awards Received

- David Ross Boyd Professorship, 2001
- University of Oklahoma Regents’ Award for Superior Teaching, 1994
- University of Oklahoma Associates Distinguished Lecturer, 1984-1985
- American Psychological Association, Division Two Teaching Award, Honorable Mention, 1983
- AMOCO Teaching Award, University of Oklahoma, 1979

Major Professional Affiliations

- American Psychological Society
- American Psychological Association
- International Society for the Study of Individual Differences
- Midwestern Psychological Association
- Southwestern Psychological Association
- Human Factors and Ergonomics Society