

Course Outcomes Guide

Course/Program Title: PSY 208 Theories of Personality

Date: Spring 2018

Course/Program Team: Louise Wine

Expected Learning Outcomes

At the conclusion of the course, the student will be able to:

- Discuss the basic concepts of the Psychoanalytic, Neoanalytic, Cognitive, Behavioral, Trait, and Humanistic perspectives as they apply to his/her life.
- Formulate his/her own theory of personality, describing the basic personality constructs and dynamics of these constructs as they relate to basic philosophical questions of human existence.

Assessment

Three unit tests addressing the core concepts of the various theories of personality requiring knowledge, comprehension, analysis, & synthesis of the material.

Three critical thinking assignments which require students to apply theories to case studies.

A formal paper describing the student's own theory of personality, answering the following questions:

Is personality influenced more by early childhood experiences or by the present or future?

Is behavior motivated by conscious or unconscious drives?

Is personality more influenced by heredity or environment?

What are the basic motives behind human behavior?

Are people more rational/logical or do they act more on emotions?

Is human nature basically positive and altruistic or primitive and self-serving?

This paper is a synthesis activity which requires the student to develop his/her own integrated theory of personality. It must cite any theorist(s) his/her position might be consistent with regarding each of these issues.

Validation

Test questions are taken from the text's publisher's test bank. These questions have been validated on a large population of students.

The critical thinking assignments & personal theory of personality paper are assessed on internal validity and overall quality of thought, employing a rubric.

Results

Over the past 3 years, grade distribution has been fairly consistent, with a slight majority of students earning A's and B's. With a total n=31 for the year, 29% earned A's, and 33% earned B's. My primary concern is that there is a significant percentage of students who withdraw from the class due to lack of success on tests and assignments and several more (6) who just stop attending and therefore end up with F's for the course.

I have included more case studies to encourage students to apply the theories to improve comprehension. This seems to have resulted in improvement in test scores, with class averages showing gradual improvements.

The personal theory paper has improved over the past several semesters as well, with the vast majority of students who actually completed the course earning A's and B's.

Follow-up

As a result of the poor comprehension in the past, I will continue to adjust instruction to emphasize key themes, concepts, etc. in order to reinforce the main ideas in each perspectives, integrating more discussion, analysis, and case study applications. I will continue to include the option of bonus points (up to a maximum of 10 for the semester) for students who more actively participate in class discussions to encourage more student active learning.

Budget Justification

No additional resources needed at this time.