



PS 321 PERSONALITY THEORIES AND PSYCHOPATHOLOGY

IES Abroad Vienna

DESCRIPTION: This course considers European and American approaches in the study of personality, character development, and abnormal behavior patterns. In this regard, students explore the major schools of psychology: psychoanalysis (Freud), analytical psychology (Jung), social psychology (Adler), behaviorism (Skinner), cognitive behavioral approach (Beck), client-centered approach (Rogers), and humanistic psychology (Maslow). Through these various lenses, students investigate the impact of childhood influences and later life events on the development of personality, and they study the development of neurotic character and the antisocial personality. Examples of psychopathology in everyday behavior are discussed using the DSM-5-TR, and consideration is given to genetic, psychogenic, and social causes of pathology.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: English

INSTRUCTOR: Mag. Katrin Kristjandottir, kkristjandottir@iesvienna.org

PREREQUISITES: The course assumes students have taken at least one introductory course in psychology

ADDITIONAL COST: none

METHOD OF PRESENTATION:

Lectures, classroom activities and discussions, video demonstrations

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation - 10%
- Class activity – 10%
- Presentation – 20%
- Take-home Midterm Exam - 30%
- Final Exam - 30%

CLASS PARTICIPATION

Course participation refers to the extent to which students are involved, active, and prepared throughout the course. This includes reviewing the assigned readings before meetings, preparing relevant discussion questions for the session, and actively taking part in class discussions.

CLASS ACTIVITY (SELF-REFLECTION)

You are invited to reflect on your own personality during every class, following exercises drawn from the following workbook: Frick, W.B. (1991). *Personality Theories, Journeys Into Self: An Experiential Workbook* (2nd Ed.). Teachers College, Columbia University. Please make sure to have a notebook to write in available every class.

PRESENTATION

Each student is assigned a personality theorist to study. During a 15-minute presentation, you will provide your colleagues with an in-depth synthesis of this person's work, theory, and contributions to the field.

TAKE-HOME MIDTERM EXAM

In this assignment, you will select one theory of personality and explore how aptly it explains the personality of someone you know, or a fictional character. This is a writing assignment (6 – 8 pages) evaluating the practical application of a personality theory studied in our course. The content is based on primary (scientific) sources, and you must use the APA citation style throughout the paper. A more detailed description of the assignment and evaluation criteria is available on Moodle.



FINAL EXAM

The final exam is a combination of multiple-choice and short essay questions. The material covered includes the class presentations, discussions, and readings.

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Describe DSM-5-TR categories;
- Know most of the diagnostic criteria for psychological disorders ;
- Differentiate between well-known conceptual models of personality in psychology;
- Critically evaluate each theory on the basis of scientific criteria;
- Understand approaches to psychological assessment and psychotherapy that relate to the personality theories;
- Identify the research methods used in personality psychology.

ATTENDANCE POLICY:

IES Abroad Vienna requires attendance at all class sessions. Attendance is taken every class. Students must attend at least 60% of their class sessions to qualify for a passing grade, regardless of whether their absences have been excused or not. In-person attendance in class is expected unless otherwise noted in the syllabus.

Students should communicate absences as soon as possible to their professors. For excused absences, students must refer to process described in the attendance policy. Please refer to the IES Abroad Vienna Attendance Policy for a more precise overview of all attendance requirements at IES Abroad Vienna as well as an overview of possible grade penalties for absences.

ACADEMIC INTEGRITY:

At IES Abroad Vienna, we hold ourselves to the highest standards of honesty and academic integrity. Any form of academic dishonesty undermines the principles of trust and fairness essential to a thriving learning community. As such, plagiarism and cheating are considered serious violations of our code of conduct, and students found engaging in such activities will face swift and severe consequences, ranging from a failing grade on an assignment, to an academic review and possible expulsion from the program.

USE OF AI:

You may use AI programs, e.g., ChatGPT, to help generate ideas and brainstorm. Beware that use may also stifle your own independent thinking and creativity. Any such use must be appropriately acknowledged and cited. Possible statements for the use of ChatGPT are:

- Producing an outline for a research paper;
- Rewording ideas in more complex or simpler forms of language;
- Reviewing formulations, correcting grammar;
- Producing images using prompts for oral talk, etc.

At the end of each assignment, write a short paragraph to explain which AI tool and how you used it, if applicable. Include the prompts you used to get the results. This paragraph is excluded from the word count (if applicable).

Learning to use AI is an emerging skill. This course allows students to explore the use of generative artificial intelligence (GAI) tools such as ChatGPT for all assignments and assessments. However, be aware of the limits of these software systems. All large language models still have a tendency to make up incorrect facts and fake citations. If you provide minimum effort prompts, you will get low-quality results. You will need to refine your prompts in order to get good outcomes. This will take time. It is each student's responsibility to assess the validity and applicability of any GAI output that is submitted; you bear the final responsibility for the content.

CONTENT:

Class	Content	Assignments
Week 2 Class 1 1.06.26	Psychoanalytical aspects of personality - Theory of the psychoanalytic approach; - Application of the Psychoanalytical Approach; - Psychoanalytical Assessment; - Sigmund Freud . Student Oral Presentations	Required readings: - Carver, C.S., Scheier, M. F. (2014). Perspectives on Personality, (7th Ed.). Chapter 6: The Psychoanalytical Perspective, pg. 129-160. Pearsons: Essex ASSIGNMENT: Workbook: trusting your own experience - Frick, W.B, (1991). <i>Personality Theories, Journeys Into Self: An Experiential Workbook (2nd Ed.)</i>. Teachers College, Columbia University.
Week 2 Class 2 3.06.26	The Cognitive perspective of personality - Application of the cognitive personality theory - Cognitive Assessment - Albert Ellis - Aron Beck Student Oral Presentation	Required readings: Carver, C. S., & Scheier, M.F., (2014). Chapter The Cognitive Perspective, p. 249-277. In Perspectives on Personality, (7th Ed.). Pearson: Essex ASSIGNMENT: Workbook: congruence, empathy, and positive regard Frick, W.B, (1991). <i>Personality Theories, Journeys Into Self: An Experiential Workbook (2nd Ed.)</i> . Teachers College, Columbia University.
Week 3 8.6.26	Trip to Illusion Museum Student Oral presentations	
Week 3 Class 2 10.6.26	Midterm Essay	
Week 4 Class 1 15.6.26	A person-centered theory of personality; - Application of the Person-Centered theory of Personality; - Person-centered Assessment - Carl Rogers - Abraham Maslow	Required readings: - Carl R. Rogers: The necessary and sufficient conditions of personality change. In: Kirschenbaum, Henderson, chapter 16 (p.219-235) - Carl R. Rogers, Chapter 27 (p.409-419) A Therapist's view of the Good Life. The fully functioning person - Carver, C. S., & Scheier, M.F., (2014). Chapter 11, Self- Actualization and Self Determination, p.

	Student Oral Presentation	221-248. In <i>Perspectives on Personality</i>, (7th Ed.). Pearson: Essex. ASSIGNMENT: Workbook: social learning Frick, W.B, (1991). <i>Personality Theories, Journeys Into Self: An Experiential Workbook (2nd Ed.)</i>. Teachers College, Columbia University
Week 4 Class 2 17.6.26	The theory of Behavioristic and learning aspects of personality; • Application of the Behavioral Approach to Personality • Behavioral Assessment of Personality • Personality from the psychosocial perspective; • Skinner • Watson • Albert Bandura Student Oral Presentation	Required readings: • Carver, C.S., Scheier, M. F. (2014). <i>Perspectives on Personality</i>, (7th Ed.). Chapter 7: Psychosocial Theories, pg. 161-188 & Chapter 8 The learning perspective pg. 189-220. Pearson: Essex • Bandura, A. (1999). A social cognitive theory of personality. In L. Pervin & O. John (Ed.), <i>Handbook of personality</i> (2nd ed., pp. 154-196). New York: Guilford Publications. (Reprinted in D. Cervone & Y. Shoda [Eds.], <i>The coherence of personality</i>. New York: Guilford Press.) ASSIGNMENT: Workbook: social mask Frick, W.B, (1991). <i>Personality Theories, Journeys Into Self: An Experiential Workbook (2nd Ed.)</i>. Teachers College, Columbia University
Week 5 Class 1 22.6.26	Personality Disorders • DSM-5-TR Model for Personality Disorders • Personality Disorder Clusters • Diagnostic Criteria Student Oral Presentations	Required readings: • Tyrer, P., Reed, G. M., & Crawford, M. J. (2015). Classification, assessment, prevalence, and effect of personality disorder. <i>The Lancet</i>, 385(9969), 717-726. doi:https://doi.org/10.1016/S0140-6736(14)61995-4 ASSIGNMENT: Frick, W.B, (1991). <i>Personality Theories, Journeys Into Self: An Experiential Workbook (2nd Ed.)</i>. Teachers College, Columbia University.
Week 5 Class 2 24.6.26	Personality Disorders Continued • Personality Disorder DRM-5 TR • Assessment for Personality Disorders Student Oral Presentation	Required readings: • Köse SS, Erbaş O. Personality disorders diagnosis, causes, and treatments. <i>D J Tx Sci</i> 2020;5(1-2):22-31. ASSIGNMENT: Workbook: fictional final goal

		Frick, W.B, (1991). <i>Personality Theories, Journeys Into Self: An Experiential Workbook (2nd Ed.)</i> . Teachers College, Columbia University.
Week 6 Class 1 29.6.26	Personality Disorders Continued Assessment, Therapy for Personality Disorders Final exam preparation Student Oral Presentation	Required readings: Gomez KU, Rushton E, Harrison J et al (2025) Dialectical behaviour therapy in the treatment of borderline personality disorder: a commentary. Mental Health Practice. doi: 10.7748/mhp.2025.e1729 ASSIGNMENT: Workbook: mature personality Frick, W.B, (1991). <i>Personality Theories, Journeys Into Self: An Experiential Workbook (2nd Ed.)</i> . Teachers College, Columbia University
Week 6 Class 2 1.7.26	Final exam	

COURSE-RELATED TRIPS:

- Trip to the Museum of Illusions

REQUIRED READINGS:

- American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>
- American Psychiatric Association, (n.d.) DSM 5 Making a Case for New Disorders, [Fact Sheet] <https://www.psychiatry.org/getmedia/f329748a-68f4-4034-9316-8ba95327bffc/APA-DSM5TR-MakingaCaseforNewDisorders.pdf>
- American Psychiatric Association, (n.d.) From Planning to Publication: Developing DSM-5 [Fact Sheet] <https://www.psychiatry.org/getmedia/627fc154-dab5-475e-948a-48ce6decbae1/APA-DSM5TR-FromPlanningtoPublication.pdf>
- Turner, B., J., Kleiman, E., M., & Nock, M., K.; In: Handbook of Psychopathology: Psychopathology: Understanding, assessing, and treating adult mental disorders., Vol. 1. Butcher, James N. (Ed); Hooley, Jill M. (Ed); Publisher: American Psychological Association; 2018, Chapter 17, 24, and 18.
- Zinbarg, R. E.; Uliaszek, A. A.; Adler, J. M. R. E. (2008). The Role of Personality in Psychotherapy for Anxiety and Depression. Journal of Personality 76:6, DOI: 10.1111/j.1467-6494.2008.00534.x
- Olaru, G., van Scheppingen, M. A.; Stieger, M.; Kowatsch, T.; Flückiger, C.; Allemand, M (2023); The effects of a personality intervention on satisfaction in 10 domains of life: Evidence for increases and correlated change with personality traits. DOI: 10.1037/pspp0000474
- Carver, C. S., & Scheier, M. F., (2014). Chapter The Cognitive Perspective, p. 249-277. In Perspectives on Personality, (7th Ed.). Pearson:Essex
- Matthews, Gerald. Cognitive adaptive trait theory: A shift in the perspective on Personality. Journal of Personality. Feb 2018, Vol. 86 Issue 1, p69-82. 14p. 2 Diagrams, 1 Chart. DOI: 10.1111/jopy.12319. , Database: Academic Search Premier

- Carl R. Rogers: The necessary and sufficient conditions of personality change. In: Kirschenbaum, Henderson, chapter 16 (p.219-235)
- Carl R. Rogers, A Therapist's view of the Good Life. Chapter 27 (p.409-419), The fully functioning person
- Carver, C.S., Scheier, M. F. (2014). Perspectives on Personality, (7th Ed.). Chapter 7: Psychosocial Theories, pg. 161-188 & Chapter 8 The learning perspective pg. 189-220. Pearsons: Essex
- Bandura, A. (1999). A social cognitive theory of personality. In L. Pervin & O. John (Ed.), Handbook of personality (2nd ed., pp. 154-196). New York: Guilford Publications. (Reprinted in D. Cervone & Y. Shoda [Eds.], The coherence of personality. New York: Guilford Press.)