

*“Who looks outside, dreams;  
who looks inside, awakes.”  
(Carl Gustav Jung)*

PSYC-305A-004

# Personality Psychology by David King, PhD

**When?** Tues/Thurs 2:00 pm – 3:20 pm

**Where?** BUCH A103, 1866 Main Mall

Personality Psychology provides an introduction to the theory and research in the scientific study of human personality. We will explore six domains of personality functioning: dispositional, biological, intrapsychic, cognitive/experiential, sociocultural, and health/adjustment (including personality disorders). To facilitate a broader understanding of the field, the course has been organized into 3 units, each ending with an exam: **The Foundation**, **The Abstract**, and **The Application**. Course content consists of lectures, in-class discussions and activities, and multimedia presentations. Numerous case studies will also be examined over the term. Students who successfully complete this course will be able to discuss current research in personality, compare/contrast theoretical perspectives on personality, and apply theory and research to their daily lives.



## YOUR INSTRUCTOR David King, MSc, PhD

**Email:** [dbking11@psych.ubc.ca](mailto:dbking11@psych.ubc.ca)

**Office:** Room 2011, Douglas Kenny (Psychology), 2136 West Mall

**Office Hours:** Tuesdays/Thursdays 9:30 – 10:30 am *or by appointment*

**My Website:** [www.davidbking.net](http://www.davidbking.net) | **My Blog:** [thestateofus.net](http://thestateofus.net)

## CORRESPONDING TA

### 1. William Jettinghoff, BA (MA Student)

**Email:** [wjettinghoff@gmail.com](mailto:wjettinghoff@gmail.com)

**Office:** Room 2202, Douglas Kenny

**Hours:** Tuesdays 1:00 – 2:00 pm

## SUPPORTING TA

### 2. Eric Mercadante, MA (PhD Student)

**Email:** [eric.mercadante@psych.ubc.ca](mailto:eric.mercadante@psych.ubc.ca)

**Office:** Room 3605, Douglas Kenny

**Hours:** *As needed or by appointment*

**REGARDING EMAIL:** Please email us directly (not through Canvas) and include the course code in your subject line (PSYC-305A-004). **Please allow 24 hours for a reply (48 hours on weekends & holidays) – be patient!**

## COURSE PREREQUISITES

Although this course requires basic knowledge of psychological concepts and research methods, class time will not typically be spent reviewing this required knowledge. The recommended prerequisites for this course are either: (a) Psychology 100, (b) Psychology 101 and 102, or (c) 6 credits of 200-level psychology courses (not including Psychology 205 or 263). First year students are not eligible to take this course.

## COURSE WEBSITE (CANVAS), FILES, & ANNOUNCEMENTS

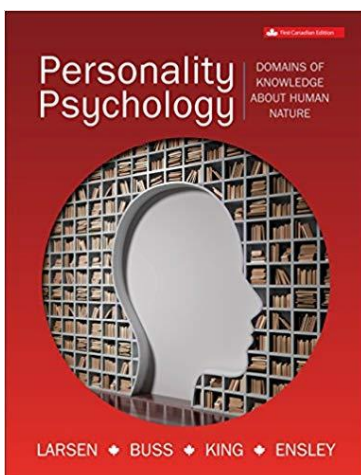
This course uses *Canvas* (<http://canvas.ubc.ca>) to make important announcements, post lecture slides/notes, publish grades, and supply other relevant material to students. A preliminary set of lecture slides/outlines (excluding most images and answers to discussion questions) will be posted online prior to each lecture. Slide outlines are intended as visual aids only; you should take your own notes using the slides as a guide. Please ensure that this course is registered under your *Canvas* account.

## REQUIRED READING – YOUR TEXTBOOK

**Personality Psychology: Domains of Knowledge about Human Nature**  
by Randy Larsen, David Buss, David King, & Carolyn Ensley (1<sup>st</sup> Canadian Edition, 2017, McGraw Hill)

*There are 3 formats to choose from, depending on your preference and needs...*

1. Paperback Printed Edition + McGraw Hill Connect with SmartBook<sup>†</sup> (ISBN 9781259649219) *You have 3 text options.*
2. Electronic Edition (including McGraw Hill Connect with SmartBook<sup>†</sup> (ISBN 9781259649189)
3. Paperback Printed Edition (Book Only) (ISBN 9781259649134)



<sup>†</sup>**McGraw Hill Connect with SmartBook** is an online homework and assessment platform provided by the publisher. It includes electronic access to the textbook as well as self-study resources. Also included is an adaptive version of the textbook called SmartBook and practice questions. This material is optional for students seeking additional support. The class URL is:

<https://connect.mheducation.com/class/d-king-winter-2020>

You will find a walk-through of the registration process at the following link:  
<http://bit.ly/StudentRegistration>

Two weeks of free courtesy access to **McGraw Hill Connect** are provided to all students at the start of the term at the unique registration URL included above. Full access may be purchased at any time.

**Other Study Resources:** You also have free access to glossary flashcards to assist your studying, located at the following link: [http://highered.mheducation.com/sites/125964913x/student\\_view0/index.html](http://highered.mheducation.com/sites/125964913x/student_view0/index.html)

**Other/Older Editions:** This is the first Canadian edition of this textbook. No other version should be used.

**Keeping Up With Your Reading:** It is recommended that you keep up with readings according to the schedule on the last page. It is not absolutely necessary to have read the corresponding chapter before coming to class.

## COURSE EVALUATION

You will be given 3 equally-weighted, non-cumulative exams & the option of writing 1 paper.

### Evaluation Route 1:

If you do not submit a paper: each exam will comprise 1/3 of your final grade.

### Evaluation Route 2:

If you submit a paper: each component will comprise 1/4 of your final grade, but only if your paper improves your grade in the course. Otherwise you will be evaluated by Route 1.\*

+ **up to 3 bonus percentage points** for participating in HSP research (optional; see section on 'Extra Credit').

*\*You do NOT need to notify me ahead of time of your choice. If you hand in a paper and it improves your grade, you will be evaluated according to Evaluation Route 2. If not, you will be evaluated by Evaluation Route 1.*

**2 Midterm Exams** + **1 Final Exam** + **1 Optional Paper** + **Up to 3 HSP Credits** = **Grade**

## EXAMINATIONS

All 3 exams are **non-cumulative** and **weighted equally**, and therefore are similar in length and scope (i.e., the final exam will not be longer or more burdensome). Two midterm exams will be held during class time (*see schedule*) while the final exam will be scheduled during the university exam period.

*Exams are non-cumulative & equally weighted.*

**EXAM CONTENT:** The exams will consist of multiple choice and written questions (short answer; point form responses are acceptable). **The exams will cover both lecture and textbook material; multiple choice questions will be drawn directly from the textbook, while short answer questions will be drawn directly from lectures.** The purpose of the lecture is to amplify, explain, and expand upon the textbook material. Although there will be overlap between the lectures and the textbook, there will also be material that will be covered in lectures that is not part of the textbook.

Furthermore, some material from the textbook will not be discussed in class (i.e., we will not discuss all textbook material).

*Exams consist of both multiple choice & short answer questions (50/50). Multiple choice questions are based on the textbook; short answer questions on lecture content.*

**ON EXAM DAY:** Please bring an HB pencil and an eraser to each exam to allow for electronic scoring of the multiple-choice questions. Note that during exams, invigilators may ask students to move or alter students' seating arrangements with no explanation provided. If you arrive more than 30 minutes late to an exam, you may be refused admittance to the exam and therefore be assigned a grade of "0" on the exam. **Students who arrive to an exam after a classmate has completed the exam and left the exam room will not be permitted to write the exam.** This applies to all examinations, including midterms. Given restrictions on room capacity, **you are STRICTLY PROHIBITED from writing an exam in a section of the course in which you are not enrolled.**

**MISSING AN EXAM / CONCESSIONS:** Examinations will be given on published dates only. Exceptions will be made in cases of medical or health-related issues, certain conflicting responsibilities, and other emergency situations. For policies regarding in-term academic concessions, including a list of eligible circumstances, please refer to the relevant UBC calendar entry: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>. Note that for health-related issues, no medical documentation is required for the first occurrence; however, if you experience ongoing health challenges during the term, you should seek support from your Academic Advising Office. **If you are unable to write an exam due unforeseen events (illness or otherwise), you must contact me before the exam or within 24 hours following the exam. If you do not contact me within 24 hours of the exam you will be assigned a grade of "0" on the exam.** If it is your first occurrence, you must also complete and submit a self-declaration form here: <https://students.air.arts.ubc.ca/academic-concession-form>. Accommodations will also be made for students with religious obligations that conflict with an exam, but this must be brought to my attention as early as possible.

*You must contact me within 24 hours if you miss an exam!*

Depending on the specific circumstances (as determined on a case-by-case basis), students may be offered one of the following accommodations for in-term concessions: (1) a make-up exam scheduled at a later time, or (2) re-weighting of missed marks to other exams and/or the optional paper, such that the exam is waived.

**MAKE-UP EXAMS:** In most cases, if you are unable to write an exam due to unforeseen circumstances, you will be expected to complete a make-up exam **within the shortest time possible at the convenience of the TA.** **Depending on the TA's availability, you may be offered only one alternative time to write the exam.** The content and/or format of the make-up exam may differ from the original version. Like originally scheduled exams, missed make-up exams will only be accommodated with medical documentation. **In instances where you are unable to accommodate the TA's schedule, or in cases where a make-up exam is also missed, you may be asked to contact your Academic Advising Office to mediate the situation.** In certain circumstances, including periods in which too many requests have been received, other arrangements may be made.

**EXAM GRADES:** Exam grades will be posted on the course website as soon as they are available. Please allow 2 weeks for grades to be posted. You may review your completed exams with your TA(s) at either scheduled review sessions or by appointment. If you wish to have an exam re-graded, you should email me detailing why you think that your exam was unjustly graded within 2 weeks of the grades being posted. Re-grades will not be considered after the 2-week mark, although you are welcome to review your midterm exams at any point during the term. Final examinations are typically reviewed directly with me at a scheduled review session or by appointment after the term is complete. Note that due to minor errors that may occur in grading and/or scoring, exam grades may be adjusted after their original posting. In such corrections, your exam grade may either increase or decrease in order to ensure that it reflects an accurate assessment of material.

## OPTIONAL PAPER ASSIGNMENT

You have the **option** of submitting one written assignment. The assignment is to conduct a **psychobiography** in which you will think more critically about course content and apply it in an insightful way. Specifically, you will use theories, models, and/or perspectives (approx. 3) in personality psychology (e.g., Big 5 or HEXACO model, change/stability over time, psychoanalytic theory, attachment, motivation, gender, culture, adjustment, personality disorders, *or* subcomponents of theories/perspectives depending on breadth and focus) to describe, analyze, and interpret the personality of a person. Students may choose any individual, including themselves (although this can prove to be the most challenging case study for some), a family member, a friend, a public figure (e.g., a celebrity, a political leader—with the exception of the case studies reviewed in class), or a fictional character (e.g., a character from a novel or movie). Students may choose to focus on the individual's personality development, their current state, and/or a specific aspect of the individual. **The audience should be someone who has completed PSYC-305A.**



**PAPER ORGANIZATION:** *The paper should be organized as follows:* Start with a brief introduction to the person or character. Provide important background information, such as date and place of birth, date of death, residence, family characteristics, etc. In the case of a fictional character, also briefly describe the source. The introduction should end with a thesis statement describing the goals or purpose of the paper. [Approx. ¾ to 1 page for intro.] You will then analyze the person’s personality, applying theories and research (learned in class, presented in the textbook, and/or from other sources) but avoiding lengthy reiterations of course content. Ensure that your analysis is thoughtful and in-depth. You may include interpretations of scores (i.e., ratings of yourself or another) on personality questionnaires to support analyses. [Approx. 6-8 pages for body of paper.] You should then make some concrete conclusions, in which you integrate and connect your analyses, compare and contrast theories and models, discuss limitations of theories and models, and/or formulate broader conclusions about the subject of your analysis. [Approx. 1-1.5 pages for discussion/conclusions.]

**PAPER REQUIREMENTS:** The written assignment must be typed, double-spaced, in 12-point Times New Roman or similar font, and 8-10 pages in length (not including title page and reference section) with 1-inch margins. Your paper should also include a title page and a reference section, but **not** an abstract. First-person perspective and direct-quoting are acceptable for this assignment, although the tone should remain formal and non-colloquial (i.e., non-conversational). Although it is not necessary that you use sources of information beyond the lecture material and textbook, the use of additional resources generally strengthens a paper. Accordingly, you are encouraged to cite additional resources (e.g., books, peer-reviewed papers). Note that Wikipedia may be used *only* to cite information about celebrities or fictional characters. Any sources of information that are referred to in your paper should be referenced according to the guidelines provided by the American Psychological Association (i.e., APA). If you are not familiar with these guidelines, please refer to the APA Publication Manual or inquire at the University Library for further information. The library has a handout summarizing APA citation procedures available at <http://www.library.ubc.ca/pubs/apastyle.pdf>. A tutorial on APA style is available at <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>. Headings are optional (but often helpful). When citing **lecture content**, please use the following formatting:

*In-text citation:* (King, year)

*Example:* As was noted in class (King, 2020), Freud’s theory ....

*Reference section:* King, D. (year). Lecture number [PowerPoint slides]. Retrieved from http://URL.

*Example:* King, D. (2020). Lecture 5 [PowerPoint slides]. Retrieved from http://canvas.ubc.ca.

Use lower case letters to distinguish among different lectures in both the in-text citation and reference section:

*Example:* As was noted in class (King, 2020a), Freud’s theory .... In contrast, Maslow noted... (King, 2020b).

**PAPER GRADING:** The paper will be graded for content—that is, how effectively you analyzed the individual’s personality. For example, did you provide a sufficient and accurate review of the theories that you selected? Did you accurately interpret the theories in your analysis of the individual? Did you support your claims with appropriate and sufficient biographical evidence? Did you exhibit thoughtful, independent thinking in your analysis? Were you creative, demonstrating new ways to think about the theories? Did you note the strengths and weaknesses of the theories that you used? Did you compare and contrast the theories in your paper? The paper will also be graded for style, mechanics, and formatting—that is, how well your paper was written. For example, did your paper contain a clear statement of its purpose or objectives (i.e., thesis statement)? Was your writing clear, concise, and easily understood, with appropriate word choice and university-level academic tone? Was your paper well organized, characterized by effective transitions between ideas and a logical flow? Were sources of information paraphrased appropriately and integrated effectively into your writing (if applicable)? Were there errors in punctuation, grammar, or spelling? Did your paper conform to the formatting requirements? Were all sources of information referenced according to APA guidelines? **Your paper should be at an advanced level and reflect a high degree of critical thinking.**

**PAPER SUBMISSION:** Hard copies of assignments must be turned in at the start of class on the due date noted in the course schedule, and cannot be emailed or given to me or a TA outside of class. **Because this is an optional assignment, no late papers will be accepted in any circumstance and no special accommodations will be made. All papers must ALSO be scanned by "TurnItIn" by 11:59 PM on the day of submission.**

**TURNITIN:** TurnItIn is a service designed to detect and deter plagiarism. Through this service, students' papers are scanned and compared to over 5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of comparisons are compiled into customized "Originality Reports" that are forwarded to instructors and contain several measures of plagiarism. Papers that have not been scanned by TurnItIn by midnight on the due date will not be graded and will receive a grade of "0." Please submit your paper in the exact same form as the hardcopy submission (i.e., do not remove your title page or reference section). **Originality reports of 30–40% or higher should be of concern.** If you are worried about potential plagiarism in your paper, it is strongly advised that you submit your paper early to TurnItIn and, in the case that your paper demonstrates significant overlap, make appropriate changes before the final submission. Students will be able to view their originality reports and resubmit before the deadline.

*Make sure you submit both a hard copy (in class) and an electronic copy to TurnItIn!*

**TurnItIn Information:** Please visit <http://www.turnitin.com> and use the following information to submit your paper for this course: Class ID: **23127848**, Password: **person2020**. Note that you must first set up an account if you do not already have one. If you are concerned about security issues involving the use of identifying information (e.g., being stored on U.S. servers), you have the option of creating an alias to use when uploading your paper. In such instances, please note your Turnitin alias on the hardcopy submission of your paper.

**PAPER GRADES:** Paper grades will be posted on the course website as soon as they are available. Please allow 2 weeks for paper grades to be posted. Graded papers will be returned to students at the end of the term (or as soon as possible). Paper reviews and re-grades are possible within 2 weeks of the papers being returned.

**WRITING SUPPORT:** UBC students may obtain assistance with writing through the UBC Centre for Writing and Scholarly Communication (<http://learningcommons.ubc.ca/improve-your-writing>). The UBC Library (<http://www.library.ubc.ca>) also provides online information to assist students in research and writing.

## **EXTRA CREDIT (HSP)**

You may earn extra credit for research participation (at a rate of 1/2 point for 1/2 hour, **to a maximum of 3 points**) or, as an alternative, by completing a library writing project (see HSP information on website listed below). Your earned points are added to your final grade (**after any scaling**, i.e., before meeting the department's standards for grade distribution). For complete details, or to register, visit <https://ubc-psych.sona-systems.com>. Please **register** in this online system as soon as possible, as deadlines are in place. For additional information, see "Subject Pool Information for Participants" on the above-noted website.

## **DEPARTMENTAL POLICY ON GRADE DISTRIBUTION**

Courses offered by the Psychology Department are required to meet a target grade distribution. This is done in order to ensure that all students are assessed fairly in relation to students in other sections of the same course and to students in other courses. The target grade distribution for 300-level psychology courses requires that the mean for the class fall between 66% and 70% (SD of approximately 13%). Accordingly, students should note that the Department may scale the final grades in this course up or down if the distribution of grades deviates substantially from the target. **Your grade is not official until it appears on your academic record.**

## CHEATING & ACADEMIC MISCONDUCT

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to *TurnItIn*--a service designed to detect and deter plagiarism. In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript. All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is a case of academic misconduct, please consult with me or a TA. UBC's policies on Academic Honesty and Standards as well as Academic Misconduct can be found here: <http://www.calendar.ubc.ca/vancouver> (click on Campus-Wide Policies and Regulations).

## ATTENDANCE & MISSING CLASS

Although attendance is not recorded, **you are responsible for all material covered during class**. Should you miss class for any reason, it is your responsibility to find a classmate who is willing to share their notes with you (and you may want to establish this early on in order to better prepare). If your absence is legitimate, then I will be happy to answer questions about the missed material once you have consulted with a fellow student.

## IN-CLASS PARTICIPATION

I strongly encourage and appreciate student participation. Participation may be in the form of questions or comments posed during class amongst your classmates or outside of class in discussion with me. I will make every effort to create a classroom environment in which students feel comfortable to discuss their ideas. If, however, you would prefer to share your ideas with me outside of class, you are welcome to see me during my office hours or by appointment. In order to encourage and facilitate participation, I ask that all students support their classmates' efforts to contribute to class discussion. General course policies can be obtained from the UBC Calendar on academic regulations.

## CLASS ETIQUETTE

In consideration of your fellow students, **PLEASE TURN YOUR PHONE OFF DURING CLASS** and **keep noise to a minimum!** This includes when eating—avoid noisy wrappers and other distractions!

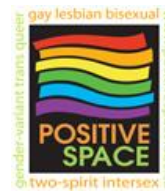
The use of laptops in class is an effective means to take notes and record comments related to course content. However, some students use laptops in class to surf the internet, engage in e-mail correspondence, and/or work on material associated with other courses. These activities can be very distracting to those who sit in adjacent seats and can interfere with their efforts to focus on course content. For this reason, all students who intend to use laptops in class for activities unrelated to the course are asked to sit in rows at the rear of the classroom. Please also make an effort to type quietly, as background sounds can be very distracting for others.

If you arrive at class late or need to leave early, do so with minimal disruption. **OPEN AND CLOSE DOORS QUIETLY** and **DO NOT ALLOW DESKTOPS TO SLAM DOWN LOUDLY (if applicable)!**

## RESPECT & DECENCY

I will only ever tolerate an inclusive, respectful, and safe classroom environment. **The opinions and perspectives of all individuals are valued and respected, no matter their age, sex, ability, ethnicity, culture, religion, sexual orientation, or gender identity.** To this end, and in support of UBC's Positive Space campaign, I further aim to foster a classroom atmosphere that is receptive to and welcoming of LGBTQ+ people and issues (see <http://positivespace.ubc.ca>). All individuals in the classroom should feel safe to express their thoughts and opinions without judgment, ridicule, or discrimination. As such, thoughts and opinions should only ever be shared in a **respectful** and **polite** manner. Yes, Intellectual discourse and debate CAN occur politely and respectfully! In regards to more sensitive issues, it is advisable that you "think before you speak." If a statement or behaviour might offend someone or make an individual feel alienated or threatened, it should be reworded or not shared at all. Educated and respectful opinions, on the other hand, are always welcome. Students should familiarize themselves with UBC's policy on maintaining a Respectful Environment on campus and in the classroom:

<http://www.hr.ubc.ca/respectful-environment>



***Intellectual discourse and debate CAN occur politely and respectfully! Consider those around you, and review UBC's policy on maintaining a respectful environment.***

**STILL UNSURE OF WHAT IT MEANS TO BE RESPECTFUL?** Here are some basic tips on how to communicate respectfully: [https://www.wikihow.com/Be-Respectful#Communicating\\_Respectfully\\_sub](https://www.wikihow.com/Be-Respectful#Communicating_Respectfully_sub). And remember, treat your Instructor and TA(s) with the same respect! That includes being patient for e-mail replies.

## REQUESTS FOR LETTERS OF REFERENCE

During your academic career, you may require a letter of reference or recommendation (for admission into a graduate or diploma program, to apply for a research job, etc.). Unfortunately, I will not be able to accommodate all requests for such letters. I am only willing to write letters for those students who engage in the course material (beyond simply attending class and writing exams) and who attain a minimum grade of 75 in the course. If these criteria are met, sufficient notice must be provided and accommodation is still not guaranteed. **I can only write letters for a limited number of students each term.**

## SUPPORTING STUDENT SUCCESS

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access, including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here: <https://senate.ubc.ca/policiesresources-support-student-success>. Further details are included below...

## ACADEMIC ACCOMMODATION

The University accommodates students with disabilities who have registered with the Centre for Accessibility (<http://students.ubc.ca/about/access>). Please let me know in advance, preferably within the first 2 weeks of class, if you require any accommodation on these grounds.



## ACADEMIC CONCESSION

During your time in this course, if you encounter medical, emotional, or personal problems that affect your attendance or performance, please notify me. You may be able to obtain academic concession from the Dean of your Faculty. For further information on academic concession, please consult Policies and Regulations in the UBC Calendar (<http://www.calendar.ubc.ca/vancouver/index.cfm>).

## LEARNING RESOURCES

Learning Commons (<http://learningcommons.ubc.ca>) is an online resource designed to provide UBC students with learning and study support. It is an interactive website that provides access to information on exam preparation, tutoring, on-campus learning workshops, study groups, and technical tools. The University of Northern British Columbia (UNBC) also has a number of useful learning resources available for students online. They can be found at: <http://www.unbc.ca/lsc/index.html>.

## HEALTH & WELLNESS RESOURCES

**BC Crisis Center:** Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7. Website: [crisiscentre.bc.ca](http://crisiscentre.bc.ca) | Phone: 604-872-3311

**Centre for Accessibility:** The Centre for Accessibility provides accommodations for UBC students living with physical or mental disabilities. Website: [students.ubc.ca/about/access](http://students.ubc.ca/about/access) | Phone: 604-822-5844

**Counselling Services at UBC:** Counselling offers a variety of resources to help you maintain your mental health while in school. You may see a counsellor on an individual basis, attend group counselling, or document an illness. Website: [students.ubc.ca/livewell/services/counselling-services](http://students.ubc.ca/livewell/services/counselling-services) | Phone: 604-822-3811

**Distress Line:** If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800-SUICIDE 24 hours a day to connect to a BC crisis line, without a wait or busy signal.

**Kaleidoscope:** A confidential peer-run mental health support group that takes place on campus at least once a week. You may attend the group if you are experiencing any kind of mental health related challenges, or if you're just feeling stressed about school in general. Website: [the-kaleidoscope.com](http://the-kaleidoscope.com)

**Mental Health Awareness Club:** A club that offers opportunities to speak about mental health with others and strives to promote mental health awareness at UBC. Website: [ubcmhac.sites.olt.ubc.ca](http://ubcmhac.sites.olt.ubc.ca)

**Mood Disorders Clinic UBC:** A program designed specifically to treat individuals living with depression or bipolar disorder. Website: [www.centreforbrainhealth.ca/clinics/clinic-information/mood-disorders](http://www.centreforbrainhealth.ca/clinics/clinic-information/mood-disorders)

**Pacific Spirit Addiction Services:** A free and confidential service for youth and young adults up to the age of 24. Services include counselling, access to an addiction physician, and resources. Phone: 604-267-3970

**Psychology Clinic at UBC:** Professional psychological services provided to the community, including assessment & treatment for children, adults & families by clinical psychology trainees. Website: [clinic.psych.ubc.ca](http://clinic.psych.ubc.ca)

**Student Health Services at UBC:** Student health provides students with a variety of healthcare related services to help you maintain your health while studying. Access to doctors and registered nurses. Website: [students.ubc.ca/livewell/services/student-health-service](http://students.ubc.ca/livewell/services/student-health-service) | Phone: 604- 822-7011

**Wellness Centre at UBC:** Speak with other UBC students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex, etc. Website: [students.ubc.ca/health/wellness-centre](http://students.ubc.ca/health/wellness-centre)

## PSYC-305A Personality Psychology Schedule of Lectures, Readings, & Exams

	<b>Start Date:</b>	<b>Lecture # and Topics:</b>	<i>Keep up with your textbook readings!</i> →	<b>Readings:</b>
UNIT 1	UNIT 1 →	The Foundation: <i>Basic Principles &amp; Considerations</i>		<b>Case Studies: Houston / Jobs</b>
	Jan. 7	<b>1. INTRODUCTION TO PERSONALITY PSYCHOLOGY</b>		<b>Ch. 1*</b>
		<i>Syllabus Review; Defining Personality; Levels of Personality Analysis</i>		
	Jan. 9	<b>2. GETTING ORGANIZED &amp; CLASSIFIED</b>		<b>Chs. 2*, 3</b>
		<i>Personality Assessment; Traits &amp; Trait Taxonomies; Leading Models of Personality</i>		
	Jan. 14	<b>3. ARE WE STUCK? PERSONALITY IN SPACE AND TIME</b>		<b>Chs. 4, 5</b>
		<i>Person-Situation Interaction; Stability across Situations; Stability over Time</i>		
	Jan. 23	<b>4. DETERMINING NATURE, NURTURE, &amp; NECESSITY</b>		<b>Chs. 6, 8</b>
		<i>Behavioural Genetics, Genetic &amp; Evolutionary Perspectives on Personality</i>		
	Jan. 30	<b>*EXAM #1* (1 hour 20 minutes, in class)</b>		
UNIT 2	UNIT 2 →	The Abstract: <i>Exploring Psyche, Self, and Mind</i>		<b>Case Study: Donald Trump</b>
	Feb. 4	<b>5. PROBING THE PSYCHE: THE WORK OF S. FREUD &amp; C.G. JUNG</b>		<b>Ch. 9</b>
		<i>Psychoanalytic &amp; Analytical Theories of Personality &amp; Development</i>		
	Feb. 11	<b>6. EXPANDING PERSPECTIVES: BEYOND FREUD &amp; THE UNCONSCIOUS</b>		<b>Chs. 10, 11</b>
		<i>Neo-Analytic Contributions; Motivational &amp; Humanistic Perspectives; Narcissism</i>		
	Feb. 18–21	<b>Midterm Break - No Classes!</b> (We will finish up Lecture 6 on Feb. 25 when we return.)		
	Feb. 27	<b>7. NAVIGATING SELF, FROM COGNITION TO SELF-AWARENESS</b>		<b>Chs. 12, 14</b>
		<i>Cognitive Psychology; Approaches to the Self; The Notion of Authenticity</i>		
	Mar. 10	<b>*EXAM #2* (1 hour 20 minutes, in class)</b>		
UNIT 3	UNIT 3 →	The Application: <i>Society, Culture, and Health</i>		<b>Case Study: Malala Yousafzai</b>
	Mar. 12	<b>8. SOCIALIZED &amp; SYSTEMIZED: PERSONALITY IN CONTEXT</b>		<b>Chs. 16, 17</b>
		<i>Sex, Gender, &amp; Sexual Orientation; Intersectionality; Culture &amp; Personality</i>		
	Mar. 24	<b>9. MANAGING THE DAY-TO-DAY: ADJUSTMENT &amp; RESILIENCE</b>		<b>Chs. 18, 13</b>
		<i>Stress, Coping, &amp; Health; Emotion &amp; Personality; The Concept of Disorder</i>		
	Mar. 31	<b>10. FROM SUFFERING TO THRIVING: THE GOOD &amp; THE TOUGH</b>		<b>Ch. 19</b>
		<i>Personality Disorders; Positive Psychology and Personality</i>		
	Apr. 7	<b>11. COURSE WRAP-UP: REFLECTIONS ON SELF &amp; SOCIETY / <i>Optional Papers Due</i></b>		
	Apr. 14–29	<b>*EXAM #3* (1 hour 40 minutes, to be scheduled during university exam period)</b>		

\*Although it is recommended that you read Chapters 1 and 2, you will not be tested directly on their content.