



Chaminade
University
OF HONOLULU

HAWAII SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Wai'ala'e Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP-7000-01-7

Course Title: History and Systems

Department Name: Hawai'i School of Professional Psychology

College/School/Division Name: School of Education and Behavioral Sciences

Term: Fall 2020

Course Credits: 03

Class Meeting Days: Tuesdays

Class Meeting Hours: 8:45am – 11:45pm

Class Location: Eiben 102

Instructor Name: Joy Tanji, PhD

Email: joy.tanji@chaminade.edu

Phone: 808.739.7428

Office Location: Behavioral Sciences 110

Office Hours (please email to schedule an appointment): Mondays 2:00pm–4:00pm, Wednesdays 1:30pm–2:30pm, 4:00pm–5:30pm, Fridays 1:30pm–5:30pm, or by appointment

University Course Catalog Description and Overview

This is a graduate survey course designed to thoroughly acquaint the student with the history and philosophical issues that combine as precursors to modern psychology. Although some consider that psychology was founded in 1879 when Wilhelm Wundt opened his laboratory, actually psychology emerged from the very origins of philosophy in ancient times, grew into the disciplines of philosophy and physiology becoming a separate and distinct discipline in the late 19th century. This course will study the myriad figures, discoveries, and ideas contributing to the rise of psychology. The course will investigate how psychological thought has paralleled the development of western thought, tradition, culture, religion, medicine, and social institutions.

Instructional Contact and Credit Hours

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPP Aims and Competencies

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate knowledge of ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Students will develop both communication and interpersonal skills, to include utilization of clear, informative, well-integrated communication, critical thinking, and effective interpersonal skills in professional interactions.
3. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.

4. Students will demonstrate competency in individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Students will have knowledge of the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Students will demonstrate competency in the science of psychology, including knowledge and application of psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Students will demonstrate competency in psychological assessment, including the ability to administer, interpret, and integrate psychological test results and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in clinical intervention, including case formulation, theoretical conceptualization, developing and applying evidence based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.
11. Students will understand and apply the Marianist values in their professional practice. The application of Marianist values includes applying and adapting social awareness for community service, justice, and peace.

Course Learning Outcomes

1. Students will explore the historical development of the science and profession of psychology. Students will demonstrate an understanding of the role of science in psychology from ancient beginnings to modern neuroscience and describe how historical trends and events have influenced the development of psychology as a scientific discipline. Students will be able to describe the key contributions of major figures in the history of psychology and be able to identify the major perspectives of these individuals. (Competency 5; Marianist value: Educating for adaptation and change) [Classes 1-16]
2. Students will explore the fundamental philosophical assumptions and recurring themes inherent in the field. They will examine how differences in underlying assumptions reflect biographical, cultural, and sociopolitical differences that may help us to deepen our understanding of human diversity (Competencies 3, 4, and 5; Marianist value: Educate for service, justice, and peace; Native Hawaiian value 5) [Classes 1-14; Papers #1, #2, and #3]
3. Students will demonstrate a competent level of engagement in critical thinking as they acquire and organize information on the major perspectives of psychology. They will demonstrate the ability to critically evaluate and synthesize relevant theoretical, clinical, and research literature. (Competency 3) [Classes 1-14; Papers #1 and #3]
4. Students will examine the contributions of lesser-known, minority voices in the history of psychology. (Competency 4; Marianist value: Educate for service, justice, and peace) [Classes 7, 13, 15, and 16]

Required Learning Materials

Required Textbooks

Ludden Jr., D. C. (2021). *A history of modern psychology: The quest for a science of the mind*. SAGE Publications, Inc.

Required Readings

Abbott, D. M., Pelc, N., & Mercier, C. (2019). Cultural humility and the teaching of psychology. *Scholarship of Teaching and Learning in Psychology*, 5(2), 169–181.

- Alaszewska, J., & Alaszewski, A. (2015). Purity and danger: Shamans, diviners and the control of danger in premodern Japan as evidenced by the healing rites of the Aogashima islanders. *Health, Risk & Society*, 17(3–4), 202–325. <http://dx.doi.org/10.1080/13698575.2015.1078877>
- Alon, N., & Omer, H. (2004). Demonic and tragic narratives in psychotherapy. In A. Lieblich, D. P. McAdams, & R. Josselson (Eds.), *Healing plots: The narrative basis of psychotherapy* (pp. 29–48). American Psychological Association.
- Baars, B. J. (2003). The double life of B. F. Skinner: Inner conflict, dissociation and the scientific taboo against consciousness. *Journal of Consciousness Studies*, 10, 1–21.
- Bolton, D. (2001). Problems in the definition of “mental disorder.” *The Philosophical Quarterly*, 51(203), 182–199.
- Cauce, A. M. (2011). Is multicultural psychology a-scientific? Diverse methods for diversity research. *Cultural Diversity and Ethnic Minority Psychology*, 17(3), 228–233. doi: 101037/a0023880
- Chrisler, J. C., Fuentes, C. d. I., Durvasula, R. S., Esnil, E. M., McHugh, M. C., Miles-Cohen, S. E., Williams, & Wisdom, J. P. (2013). The American Psychological Association’s Committee on Women in Psychology: 40 years of contributions to the transformation of psychology. *Psychology of Women Quarterly*, 37(4), 444–454.
- Dodd, J. (2015). “The name game”: Feminist protests of the DSM and diagnostic labels in the 1980s. *History of Psychology*, 18(3), 312–323. doi: 101037/a0039520
- Dowd, E. T. (2004). Cognition and the cognitive revolution in psychotherapy: Promises and advances. *Journal of Clinical Psychology*, 60(4), 415–428.
- Fridlund, A. J., Beck, H. P., Goldie, W. D., & Irons, G. (2012). Little Albert: A neurologically impaired child. *History of Psychology*, 15(4), 302–327. doi: 10.1037/a0026720
- Greenberg, L. S. (2002). Integrating an emotion-focused approach to treatment into psychotherapy integration. *Journal of Psychotherapy Integration*, 12, 154–189.
- Groff, S. (2008). Brief history of transpersonal psychology. *International Journal of Transpersonal Studies*, 27, 46–54.
- Lehmann, O. V., Klempe, S. H. (2015). Psychology and the notion of the spirit: Implications of Max Scheler’s anthropological philosophy in theory of psychology. *Integrative Psychological and Behavioral Science*, 49, 478–484.
- Lilienfeld, S. O., & Marino, L. (1995). Mental disorder as a Roschian concept: A critique of Wakefield’s “harmful dysfunction” analysis. *Journal of Abnormal Psychology*, 104(3), 411–420.
- MacSuihne, S. P. (2009). What makes a new mental illness? The cases of solastalgia and hubris syndrome. *Cosmos and History: The Journal of Natural and Social Philosophy*, 5(2), 210-225.
- Marohn, S. (2003, August). What a shaman sees in a mental hospital. In S. Marohn (Author), *The natural medicine guide to schizophrenia* (pp. 178–189). Charlottesville, VA: Hampton Roads Publishing Company, Inc.
- Meichenbaum, D., & Lilienfeld, S. O. (2018). How to spot hype in the field of psychotherapy: A 19-item checklist. *Professional Psychology: Research and Practice*, 49(1), 22–30.
- Michalon, M. (2001). “Selflessness” in the service of the ego: Contributions, limitations and dangers of Buddhist psychology for western psychotherapy. *American Journal of Psychotherapy*, 55(2), 202–218.
- Miller, R. (2014). Validating concepts of mental disorder: Precedents from the history of science. *Biological Cybernetics*, 108, 689-699. doi: 10.1007/s00422-014-0593-7
- Owen, D., & Davidson, J. (2009). Hubris syndrome: An acquired personality disorder? A study of US Presidents and UK prime ministers over the last 100 years. *Brain*, 132, 1396-1406.
- Ponterotto, J. G. (2010). Qualitative research in multicultural psychology: Philosophical underpinnings, popular approaches, and ethical considerations. *Cultural Diversity and Ethnic Minority Psychology*, 16(4), 581–589.
- Powell, R. A., Digdon, N., Harris, B., & Smithson, C. (2014). Correcting the record on Watson, Rayner, and Little Albert: Albert Barer as “Psychology’s lost boy”. *American Psychologist*, 69(6), 600–611.
- Rosner, R. I. (2012). Aaron T. Beck’s drawings and the psychoanalytic origin story of cognitive therapy. *History of Psychology*, 15(1), 1–18.

- Shapiro, S. L. (2009). The integration of mindfulness and psychology. *Journal of Clinical Psychology, 65*(6), 555–560. doi: 10.1002/jclp.20602
- Sperry, R. W. (1993). The impact and promise of the cognitive revolution. *American Psychologist, 43*(8), 878–885.
- Wakefield, J. C. (1992). The concept of mental disorder: On the boundary between biological facts and social values. *American Psychologist, 47*(3), 373–388.
- Yamamoto, E. (1999). The hat shop controversy. In E. Yamamoto (author), *Interracial justice: Conflict & resolution in post-civil rights America* (pp. 236–253). New York University Press.
- Waterman, A. S. (2013). The humanistic psychology–positive psychology divide: Contrasts in philosophical foundations. *American Psychologist, 68*(3), 124–133.

Course Requirements

- 1. Attendance and Participation (TOTAL POSSIBLE POINTS for Attendance and Participation: 45pts; worth 5% of grade):** Regular attendance and active participation in class discussions and exercises are essential and required. Students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions, complete all in-class assignments, and behave appropriately and professionally at all times. Five points will be awarded per instructional class if the preceding is fulfilled, and points will be deducted accordingly. A half-grade point deduction will be assessed for tardiness (10 or more minutes late on 5 or more occasions) or late submissions of work.

Absences. If, due to illness or an emergency, you are unable to attend class, please consult with the instructor directly as soon as possible to review materials missed or to answer any questions you might have regarding the material covered or exercises missed. Please contact the instructor and submit any assignments due on the day of absence within a week of the absence unless otherwise arranged with the instructor.

No more than two excused absences are permitted by the university. More than two unexcused absences will require additional work and may result in loss of credit for the course. If a student is absent for two classes in a row, they may be dropped from the course. To be counted as an excused absence, the student is required to make direct contact with the professor regarding the nature of the absence and may be required to provide documentation. Unexcused absences are not included in the minimum of two excused absences permitted by the program.

Please inform the instructor ahead of time if you are going to be late or absent for a class. If you miss a class, please consult with the instructor to review material missed and to discuss a contract to make up the missed work.

Non-academic competence policy. The Hawai'i School of Professional Psychology subscribes to the policy of the Student Competence Task Force of the Council of Chairs of Training Councils. This means that the faculty, training staff, and site supervisors of the Hawai'i School of Professional Psychology at Chaminade University of Honolulu have a professional, ethical, and potentially legal obligation to:

- Evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision, and who provide services to clients and consumers, and
- Ensure – insofar as possible – that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, and teaching) in an effective and appropriate manner.

Because of this commitment, the Hawai'i School of Professional Psychology strives not to "pass along" students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may

interfere with professional competence to other programs, the profession, employers, or the public at large. Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of the following:

- Sufficient interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories).
- Sufficient self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories).
- Sufficient openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning).
- Sufficient ability to resolve problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

The policy in its entirety can be found at: <http://www.cctcpsychology.org/resources/>

Guidelines for students' sharing of affective experiences and reactions to didactic and clinical materials.

It is anticipated that in the course of their graduate education, students will have a variety of emotional experiences and reactions to didactic lectures, discussions of psychodiagnostic and psychotherapy clinical case materials, and in their practicum and internship experiences with patients/clients. Being in contact with one's own internal states and understanding one's emotional reactions around contacts with clinical material is understood to be an integral part of one's professional responsibility.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu encourages students to share or discuss these experiences as appropriate and relevant to course material in the classroom. The self-disclosure of emotional experiences should be at the discretion of each individual student, and at a level that each is comfortable with. It is expected that such self-disclosure should take place in a supportive and non-intrusive context. HSPP policy, while encouraging appropriate self-disclosure, regards such disclosure as voluntary. Requirements or pressure on the part of either faculty or fellow students on individuals to share such emotional experiences when they are unwilling to do so is understood to contradict the policy of this school.

- 2. Quizzes (TOTAL POSSIBLE POINTS for Quizzes: 60pts; worth 40% of grade):** To support student learning of the course material, four quizzes will be administered during the term. The quizzes will include multiple choice and short answer items. Content of the quizzes will be taken from the textbook, articles, and class discussions. The quizzes will highlight important concepts being covered in the class. The student is required to complete all four of the quizzes. The lowest quiz score will be dropped.

Although the quizzes are all take-home, open book exams, you are required to complete these independently and not to discuss the items with peers until the assignment has been completed by all members of the class.

3. Papers:

- a. **PAPER #1: *Origins and Evolution of a Major Psychological Theory* (TOTAL POSSIBLE POINTS for Paper #1: 30pts; worth 15% of grade).** Students will write a 10- to 15-page max. (not including references), APA-style paper that explores their primary theoretical orientation. They will begin this exploration by examining the contributions of a key theorist in the origins of that particular theoretical orientation.

Part A. In the paper, the student will briefly discuss the general assumptions of this theoretical orientation:

1. What does it mean to be a human being? What is the nature of human experience. (2pts)
2. What does the theory identify as psychological dysfunction or mental illness? (3pts)
3. According to this theory, what is the relationship between psychological and physical dysfunction? (3pts)
4. What is the role of the therapist? (3pts)
5. What is the nature of the therapeutic relationship? (3pts)
6. How is psychological dysfunction treated? This discussion should include a discussion of mechanism(s) of change and mediating variables, as well as strategies/tactics of change (intervention techniques). (5pts)
7. How is diversity understood? (3pts)

Part B: The student will then identify a key contemporary theorist from the same theoretical orientation who has made a significant contribution to the further development/evolution of that particular theoretical approach. What changes did that individual make to the original theory? (3pts) Why did that individual innovate or transform the approach (e.g., to accommodate emergent research findings and societal changes? in response to critiques? in response to critical cases contradicting the original theory? etc.)? (5pts)

- b. **PAPER #2: *Contributions to the Field of Psychology by Members of Non-Dominant Cultures* (TOTAL POSSIBLE POINTS for Paper #2: pts; worth 15% of grade).** Students will write a 10-page max. (not including references), APA-style paper that explores the contributions to psychology by a member of a non-dominant culture (e.g., ethnic/racial, gender, sexual orientation, socioeconomic status, spirituality, ability, etc.). The purpose of this activity is to highlight accomplishments of minority groups that are often overlooked in the history of psychology. The goal is to highlight their accomplishments, relevant biography, cultural and sociopolitical climate of the day, and their impact on contemporary psychology. **Subjects must be approved by the instructor.**

Students must use at least five professional resources for this project. The textbook and other secondary sources cannot be used as the sole resources for this project and are not included in the five professional resources required. Students should include primary source material (the person's own words) and scholarly articles by or about the individual (e.g., journal articles, chapters in books, or books).

4. **Group Project (TOTAL POSSIBLE POINTS Group Project: 25pts; worth 25% of grade).** University of Hawai'i at Mānoa civil law professor Eric K. Yamamoto (1997) introduced the concept of critical race praxis as a way of addressing the dissociation between law and racial justice. His approach, sometimes referred to as interracial praxis suggests that the failure to consider cultural and historical contexts in understanding social justice issues results in missed opportunities for effective resolution and reparations. He identifies the following four factors as contributing to these missed opportunities: simultaneity (simultaneous privilege and oppression), positionality (power and responsibility), differentiation (differential racialization and disempowerment of groups in conflict), and dominance-transformation (and understanding of how the use of power can disable another person or group's self-definition or self-determination, thus incurring

responsibility for interracial healing). He emphasizes the importance of considering concrete racial realities, the reframing of legal/political claims as cultural performances, and the forging of inclusive approaches to these problems over time.

Yamamoto's theory of interracial praxis has important implications not just for law, but for clinical practice. Essentially, his theory suggests that intersectionality, a recognition of the complexity of human experiences, and cultural humility, an attitude of inclusion, curiosity and not knowing, self-reflection, and the active challenge of relational and societal power imbalances can provide a more robust approach to working with others.

Assignment: Students will examine a current social justice event through the lens of recurring fundamental philosophical issues in the history and systems of psychology (e.g., metaphysics, truth, epistemology, the mind-spirit-body problem, free will vs determinism, causality, purpose, and the nature of Mind). Students will select the three most relevant fundamental questions of relevance to the event and describe and conceptualize the conflict as a polarization of cultural positions and assumptions of the groups in conflict. Students will then explore how they might be instrumental in creating opportunities for more productive problem resolution and reparation, through the exploration and development of new theories or conceptualizations of the problem, research studies, and approaches to assessment and intervention.

Elements: Project-Based Learning (pedagogical method) + Cultural Diversity & Inclusivity (focal element) + Long-Term Project (collaborative project)

Group size: 4 students

Requirements: Students will complete the following:

Part A (2pts): Form groups of four (4) students each, identify a current event involving what appears to be a gridlock problem between two stakeholder groups (e.g., Black Lives Matter, Me Too, environmental racism, TMT, voter suppression, overrepresentation of marginalized populations in prisons and COVID-19 statistics, militarization of the police and homeland security forces, colonialization of indigenous populations)

Part B (5pts): Describe the background history leading to enactment of the conflict through protests or legal actions

Part C (5pts): Describe the gridlock by generating a problem formulation from the perspective of each of the principle stakeholder groups

Part D (7pts): Identify key areas of disjunction between the problem formulations of the principle stakeholders and link them to the recurrent/fundamental philosophical issues informing psychology (e.g., differences in metaphysics/cosmology, truth, epistemology, mind-body, nature of Mind, freedom, explanation)

Part E (6pts): Generate five strategies you might use as a consulting psychologist that might be used to begin to transform the gridlock between the principle stakeholders into constructive change and problem resolution

Reference

Yamamoto, E. K. (1997). Critical race praxis: Race theory and political lawyering practice in post-civil rights America. *Michigan Law Review*, 95(4), 821–900.

Grading:

Grading Requirements

Project/Assignment	% of Grade
Attendance and participation in class discussions	5
Four Quizzes (10% each)	40
Paper #1: Origins and evolution of a major psychological theory (10 pages max.)	15
Paper #2: Contributions to the field of psychology by a member of a non-dominant culture (10 pages max.)	15
Group Project: Philosophical dilemma posed by a contemporary issue and psychology's potential role in future problem resolution	25
TOTAL:	100

Grading Scale (final scores > .5 will be rounded up)

A = 4.00 (93-100)	A- = 3.67 (90-92)	
B+ = 3.33 (88-89)	B = 3.00 (83-87)	B- = 2.67 (80-82)
C = 2.00 (70-79); Failed - No credit given		F = 0.00 (\geq 69); Failed - No credit given

Grades of "Incomplete"

An Incomplete Grade will be given to a student who is experiencing hardship. Please refer to the Student Handbook at <https://studentaffairs.chaminade.edu/> for the established criteria for assessing hardship. Students are responsible for discussing their need for an incomplete grade and submitting the necessary paperwork in a timely fashion.

Course Policies

Late Work Policy: Students are strongly encouraged to submit their assignments to the instructor on time. Please do not assume that you will receive an automatic grade period. Please note that points will be deducted for late work: 25% will be deducted for submissions one day late; 50% for submissions 2 days late; and submissions more than 2 days will not be accepted.

Instructor and Student Communication: Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

Cell phones, tablets, and laptops: Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access: If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations you may speak directly with your instructor and/or you may contact the Counseling Center.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy: Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy: Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook and HSPP Program Catalog, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook and HSPP Program Catalog for more details. A copy of the Student Handbook is available on the Chaminade website (<https://studentaffairs.chaminade.edu/>).

Writing Policy: Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7th Edition* format. The faculty at the Hawai'i

School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Technology: A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing.

Schedule

Fall 2020 PP7000 History and Systems

Class #	Date	Class Agenda	Readings (To be discussed on the week listed. Please skim these readings prior to coming to class and be prepared to discuss them.)	Due Next Class
1	08/25	<p>Introductions Introduction to the history and systems of psychology</p> <p>REVIEW OF SYLLABUS An overview of the group project: The potential role of psychology in service, social justice, and peace</p> <p>PRESCIENTIFIC PSYCHOLOGY Enduring questions Philosophical assumptions about human nature Ancient Greece: The nature of human activity Classical Rome: The development of specialties</p>	Ludden: Ch. 1 (pp. 3-9)	<p>Review Syllabus</p> <p>Group Project: Finalize Part A and Part B</p>
2	09/01	<p>The Dark Ages: The decline of the Roman Empire and establishment of the Eastern Roman Empire The Islamic Golden Age: The integration of Greek philosophy and Islamic theology Early Middle Ages: The reconciliation of Christianity and Greek paganism The Middle Ages: Scholasticism</p>	Ludden: Ch. 1 (pp. 10-13)	Quiz 1
3	09/08	<p>Quiz 1 Due What is the nature of man? The Mind-Body problem Eastern Philosophy: Spiritual dualism SCIENTIFIC PSYCHOLOGY Mid-Millennium Traditions: The Renaissance, Reformation, and Enlightenment The Copernican Revolution France's Le Grand Siècle (the Great Century): Sensationalism, Voluntarism, and Positivism Rationalism: interactionist dualism, materialist monism, dual-aspect monism, and psychophysical parallelism Empiricism: epistemology</p>	Ludden: Ch. 1 (pp. 14-25)	

		A search for identity: What is the nature of psychology?		
4	09/15	The nature of change in the universe: Catastrophism vs uniformitarianism Creationism vs evolution Darwin's Theory of Evolution Galton's nature vs nurture and the search for scientific ways of studying the human mind Early German Psychologists: Psychophysics Neurophysiological antecedents of psychology The ongoing search for identity: Natural science or human science	Ludden: Ch. 2	Quiz 2
5	09/22	Quiz 2 Due Wundt and the founding of psychology	Ludden: Ch. 3 (pp. 51-62)	
6	09/29	American Structuralism American Functionalism: Harvard, Clark, Chicago, and Columbia	Ludden: Ch. 3 (pp. 62-70), Ch. 4	
7	10/06	MODERN PSYCHOLOGY The Nature of Mental Illness Psychology's Modern Perspectives: The emergence of medical-biological models of psychopathology and therapeutic interventions Applied Psychology	Ludden: Chs. 8 (pp. 178-186), 9 (pp. 213-217), 14 Articles: Wakefield (1992) Lilienfeld & Marino (1995) Bolton (2001) Alon & Omer (2004) Alaszewska & Alaszewki (2015) Marohn (2014) Michalon (2001) Owen & Davidson (2009) MacSuibhne (2009)	Paper #1
8	10/13	Paper #1 Due Psychoanalysis: Freud and the Neo-Freudians Ego Psychology	Ludden: Ch. 7	
9	10/20	Methodological Behaviorism Neo-Behaviorism Radical Behaviorism Social Learning Theory	Chs. 5, 9 (pp.200-208) Articles: Fridlund et al. (2012) Powell et al. (2014) Baars (2003)	Quiz 3

10	10/27	Quiz 3 Due Gestalt Psychology Developmental Psychology	Ludden: Chs. 6, 8 (pp. 186-193), 9 (pp. 208-213), 13	
11	11/03	Physiological and Comparative Psychology The Cognitive Movement Cognitive-behavioral Therapy Social Psychology	Ludden: Chs. 10, 11, 12 Articles: Dowd (2004) Sperry (1993) Rosner (2012)	Paper #2
12	11/10	Paper #2 Due Existentialism Phenomenological Psychology Humanistic Psychology Transpersonal Psychology Positive Psychology	Ludden: Ch. 15 Articles: Lehmann & Klempe (2015) Groff (2008) Waterman (2013)	Quiz 4
13	11/17	Quiz 4 Due Structuralism vs. Post-structuralism Multicultural Approaches to Psychotherapy Systemic Psychology	Articles: Chrisler et al. (2013) Dodd (2015) Cauce (2011) Yamamoto (1997) Yamamoto (1999)	
14	11/24	Biopsychosocial Modeling The Future of Psychology: Contemporary issues in theory, research, teaching, and practice	Ludden: Ch. 16 Articles: Miller (2014) Meichenbaum & Lilienfeld (2018) Abbott et al. (2019) Ponterotto (2010) Greenberg (2002) Shapiro (2009)	Group Project
15	12/01	Group Project write-up Due Students presentation of Group Project Final discussion		
16	12/02	Students presentation of Group Project Final discussion		