



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-8020-01-7

Course Title: Person-Centered & Experiential Therapy

Department Name: Hawai'i School of Professional Psychology

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

Term: Fall 2020

Course Credits: 03

Class Meeting Days: Tuesdays

Class Meeting Hours: 8:45am-11:45am

Class Location: Behavioral Sciences Building, rm. 102

Instructor Name: Kathryn M. Chun, PhD

Email: kathryn.chun@chaminade.edu

Phone: 808.739.7425

Office Location: Behavioral Sciences Building, rm. 103

Office Hours: Monday 1:00-3:00, Tuesday 1:00-3:00, Wednesday 1:00-3:00

University Course Catalog Description and Overview

This course offers an introduction to the theory, research, and practice of person-centered, experiential, and existential therapy. Through experiential exercises, students learn skills that build a therapeutic relationship (e.g., genuineness, empathic understanding, and caring) and intervention skills to help clients express and explore the meanings of their experience. This course includes exercises designed to develop competency in relationship and basic counseling skills.

This course reviews classical and contemporary theories and approaches to person-centered and humanistic psychotherapy. It utilizes didactic and applied approaches intended to give students a firm grounding in person-centered and existential approaches to psychotherapy with adults.

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'ēau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'ēau 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'ēau 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'ēau 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'ēau ('Ōlelo No'ēau 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'ēau 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 refine their therapeutic engagement skills using person-centered, existential, and other humanistic approaches to therapy. (Competencies 1, 2, 3, 4, 5, 8)
2. Students will refine their clinical integration skills within person-centered and existential frameworks. (Competencies 1, 2, 3, 4, 5, 8)
3. Students will strengthen their case conceptualization skills. (Competencies 1, 2, 3, 4, 5, 8)
4. Students will increase their knowledge of diversity issues in using person-centered, and existential approaches to therapy. (Competencies 1, 2, 3, 4, 5, 8)
5. Students will learn to utilize peer feedback to develop and strengthen their evolving theoretical orientation and approaches to therapy. (Competencies 1, 3, 4, 5, 8)
6. Students will strengthen their critical thinking and reflexive thinking skills via awareness of personal and professional biases which impact the therapeutic process. (Competencies 1, 2, 3, 4, 5, 8)
7. Students will increase their awareness of ethics and professional behavior in addressing complex clinical cases. (Competencies 1, 2, 3, 4, 5, 8)

Required Learning Materials

Required Textbooks

- Rogers, C. (1995). *On becoming a person: A therapist's view of psychotherapy*. Wilmington, MA: Mariner Books. ISBN 13: 978-1845290573
- Tolan, J. & Cameron, R. (2017). *Skills in person-centred counselling & psychotherapy (3rd Ed.)*. Thousand Oaks, CA: Sage Publications, Ltd. ISBN-13: 978-1473926592
- van Deurzen, E. & Adams, M. (2016). *Skills in existential counselling & psychotherapy (2nd Ed.)*. Thousand Oaks, CA: Sage Publications, Ltd. ISBN-13: 978-1473911925
- Yalom, I.D. (1980). *Existential psychotherapy*. New York, NY: Basic Books. ISBN-13: 978-0465021475

Required Readings for Journal Presentations:

- Benjamin, E. (2018). The creative artists support group: A therapeutic environment to promote creativity and mental health through person-centered facilitation. *Person-Centered and Experiential Psychotherapies*, 17(2), 111-131. <http://doi.org/10.1080/14779757.2018.1440624>
- Bohart, A. (2012) Can you be integrative and a person-centered therapist at the same time? *Person Centered & Experiential Psychotherapies*, 11:1, 1-13.
- Chantler K. (2005). From disconnection to connection: 'Race', gender and the politics of therapy. *British Journal of Guidance & Counselling*, 33(2), 239-256. <http://doi.org/10.1080/03069880500132813>.

- Comas-Diaz, L. (2012). Humanism and multiculturalism: An evolutionary alliance. *Psychotherapy, 49*(4), 437-441. <http://doi.org/10.1037/a0027126>.
- Cooper, M. & McLeod, J. (2011). Person-centred therapy: A pluralistic perspective. *Person-Centered & Experiential Psychotherapies, 10*(3), 210-223. <http://doi.org/10.1080/14779757.2011.599517>.
- Elliott, R., Watson, J., Greenberg, L.S., Timulak, L., & Freire, E. (2013). Research on humanistic-experiential psychotherapies. In M.J. Lambert (Ed.), *Bergin & Garfield's Handbook of psychotherapy and behavior change* (6th ed., pp. 495-538). New York: Wiley.
- Kim, J. (2018). Consideration of the applicability of person-centered therapy to culturally varying clients, focusing on the actualizing tendency and self-actualization—From East Asian perspective. *Person-Centered and Experiential Psychotherapies, 17*(3), 201-223. <http://doi.org/10.1080/14779757.2018.1506817>.
- May, R. (1960). Existential bases of psychotherapy. *American Journal of Orthopsychiatry, 30*(4), 685-695. <http://doi.org/10.1111/j.1939-0025.1960.tb02086.x>
- Norcross, J. C. & Wampold, B. E. (2011). Evidence-based therapy relationships: Research conclusions and clinical practices. *Psychotherapy, 48*, 1, 98-102.
- Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of Consulting Psychology, 21*, 2, 95-164.
- Shumaker, D. (2012). An existential-integrative treatment of anxious and depressed adolescents. *Journal of Humanistic Psychology, 52*(4), 375-400. Doi: 10.1177/0022167811422947.

Course Requirements

Attendance and Participation: Students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions and role plays, and assume professionalism at all times. Unexcused absences, tardiness, lack of preparation/participation, inappropriate use of cell phones and computers not related to the course during class time, and/or inappropriate or unprofessional behavior affects scoring in this domain, and may result in a reduction of the overall score for the course. Any unexcused absence will require an additional assignment. Two or more unexcused absences may result in loss of credit for the course. Tardiness to two classes will result in an individual meeting with the instructor and tardiness to more than three classes will result in a referral to the student's academic advisor to develop a remediation plan. The qualification of what is or is not excusable remains at the instructor's discretion. Student attendance and participation will be one mechanism to measure students' understanding of the theoretical, empirical, and applied foundations of this course within the clinical practice of psychology.

Short Quizzes: Based on assigned readings and will take place at the start of class. Quizzes may not be made up; the lowest quiz grade will be dropped.

Journal Article Review: Students will have the opportunity to choose an article from the list of articles identified under "Assigned Readings." Students will be expected to provide a 20-minute article presentation where they review 3-5 main points presented in the article. Students will also be required to link the article information directly to relevant information from the "Required Texts." Students will provide a written summary, to be distributed to their peers, via a digital presentation or a 1-page Word document. After the 20-minute summary presentation, students will be required to lead their peers in a relevant (10-minute) discussion. Students will be provided a detailed grading rubric prior to the assignment due date.

Project I: 30-minute videotaped *Rogerian person-centered* therapy session with a mock "client," case critique, and presentation. See Project I Guidelines.

Project II: Case formulation paper based on Project I. See Project II Guidelines.

Poster Presentation: Students will have the opportunity to choose a research article, from a list of approved articles provided by the professor, to create a poster. The goal of this assignment is to practice

creating a poster consistent with APA conference poster presentations. Students will not be required to print a hard copy of the poster; they will only be required to construct the poster via digital presentation (available on the PsyD shared drive). Students will also be tasked with providing a brief summary (5-minute minimum and 10-minute maximum) of the article to be presented. A sample poster template and detailed grading rubric will be provided for students prior to the assignment due date.

Final Exam: Content and existential essay exam based on course material.

Guidelines for Students’ Sharing of Affective Experiences and Reactions to Didactic and Clinical

Materials: It is anticipated that in the course of students’ graduate education, they 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. Students are encouraged 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 with which each is comfortable. It is expected that such self-disclosure should take place in a supportive and non-intrusive context. While encouraging appropriate self-disclosure, such disclosure is 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 intention of the class and goes against school policy.

Throughout this course, self-disclosure will be considered voluntary and at the discretion of the student. Additionally, it is expected the peers be mindful and respectful of other’s disclosures, to keep the shared information confidential, to be respectful of all disclosures, and to behave in the most professional and ethical manner. In the event that affective reactions to the material presented in this course become overwhelming, students are encouraged to speak with the instructor, seek out sources of informal support, and/or seek out formal support (e.g., Chaminade University Counseling Center services, individual therapy).

Grading

Project/Assignment	Point Value (out of 100 pts)
Attendance and Participation	10 points
Short Papers/Quizzes	10 points
Project I	20 points
Project II	20 points
Article Presentation	10 points
Poster Presentation	10 points
Final Exam	20 points

Grading Scale

Grade point equivalents (and grading scale values) are presented below. 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 (≥ 69); Failed - No credit given

Course Policies

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 working 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).

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/>).

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

Week	Date	Topics	Readings Due (to be completed before attending class)	Assignments Due
1	8/25	-Orientation to Course, Syllabus Review, and Introduction to the Person-Centered Approach -Empathy Building Exercise -Example Journal Article Review and --Example Poster Presentation		
2	9/1	-Philosophical, Historical, and Theoretical Foundations of the Person-Centered Approach YouTube: Carl Rogers on Empathy https://www.youtube.com/watch?v=iMi7uY83z-U&list=PL9w3I7GkGUr1yxU4s2PiggyCbOO3XfpRf OR https://fod-infobase-com.ezproxy.chaminade.edu/p_ViewVideo.aspx?xtid=150024 and https://fod-infobase-com.ezproxy.chaminade.edu/p_ViewVideo.aspx?xtid=150025 -Journal Article Presentation -Role-play/practice – experience vs. feeling identification	Humanistic theory video: https://www.youtube.com/watch?v=3UcjojHetfE T: Ch. 1-3 R: Ch. 1	Journal article presentation: Rogers (1957)
3	9/8	-Quiz #1 -Rogsonian Person-Centered Therapy	T: Ch. 4-6 R: Ch. 3	Journal article presentation:

		-Journal Article Presentation -Role-play/practice		Chantler (2005)
4	9/15	-Theory of Person-Centered Therapy Video: Carl Rogers on Person-Centered Therapy https://www-psychotherapy-net.ezproxy.chaminade.edu/stream/chaminade/video?vid=204 -Journal Article Presentation	T: Ch. 7-8 R: Ch. 6	Journal article presentation: Cooper & McLeod (2011)
5	9/22	-Quiz #2 -Rogerian Person-Centered Practice: The Case of Loretta and the Case of Sylvia Sylvia: https://www.youtube.com/watch?v=l-ZdeOYwjgY -Journal Article Presentation -Role-play/practice	T: Ch. 9-11 R: Ch. 8	Journal article presentation: Bohart (2012)
6	9/29	-Rogerian Person-Centered Practice: The Case of Gloria <u>Video: Three Approaches to Psychotherapy:</u> https://youtu.be/NFT89grAUOI -Journal Article Presentation	T: Ch. 12, 14, 15	Journal article presentation: Benjamin (2018)
7	10/6	-Rogerian Person-Centered Practice: The Case of Gloria <u>Video: Three Approaches to Psychotherapy:</u> https://youtu.be/NFT89grAUOI -Journal Article Presentation		PROJECT I DUE Journal article presentation: Kim (2018)
8	10/13	-Quiz #3 -Rogerian Person-Centered Practice: The Case of Hurt and Anger Video: Carl Rogers Counsels an Individual on Anger https://www.youtube.com/watch?v=uRCD3anKsa0 -Journal Article Presentation	R: Ch. 9	Journal article presentation: Comas-Diaz (2012)
9	10/20	-The Nuts and Bolts of Person-Centered Practice: Professional and Diversity Issues Perls (Gestalt): https://youtu.be/2hhtNjjBAhA Ellis (Rational-emotive Therapy): https://youtu.be/a-olr2nLUsc	R: Ch. 12	Journal article presentation: Norcross & Wampold (2011)

		-Journal Article Presentation		
10	10/27	-Quiz #4 -Introduction to Existential Theory and Psychotherapy <u>Video: Death and Existentialism (Irvin Yalom interview)</u> https://www.youtube.com/watch?v=l0q2F7axxsm Irvin Yalom session (Luke) https://www-psychotherapy-net.ezproxy.chaminade.edu/stream/chaminade/video?vid=398 -Journal Article Presentation	Y: Ch. 1 vD&A: Ch. 1-2	Journal article presentation: May (1960)
11	11/3	ELECTION DAY -Quiz #5 -Existential Psychotherapy -Journal Article Presentation	Y: Ch. 2-3 vD&A: Ch. 3	Journal article presentation: Shumaker (2012)
12	11/10	-Quiz #6 -Existential Psychotherapy Video: Confronting Death and Other Existential Issues in Psychotherapy https://www-psychotherapy-net.ezproxy.chaminade.edu/stream/chaminade/video?vid=171	Y: Ch. 4-5 vD&A: Ch. 4	PROJECT II DUE
13	11/17	-Existential Psychotherapy -Project I Presentations	Y: Ch. 6-7 vD&A: Ch. 5	
14	11/24	-Existential Psychotherapy -Project I Presentations	Y: Ch. 8-9 vD&A: Ch. 6	
15	12/1	-Poster Presentations (5 min each)	Y: Ch. 10-11 vD&A: Ch. 7	Poster Presentation DUE
16	12/8	FINAL EXAM		Course/Instructor Evaluation

R = Rogers, C. (1995). On becoming a person: A therapist's view of psychotherapy. Wilmington, MA: Mariner Books. ISBN 13: 978-1845290573

T = Tolan, J. & Cameron, R. (2017). Skills in person-centred counselling & psychotherapy (3rd Ed.). Thousand Oaks, CA: Sage Publications, Ltd. ISBN-13: 978-1473926592

vD&A = van Deurzen, E. & Adams, M. (2016). Skills in existential counselling & psychotherapy (2nd Ed.). Thousand Oaks, CA: Sage Publications, Ltd. ISBN-13: 978-1473911925

Y = Yalom, I.D. (1980). Existential psychotherapy. New York, NY: Basic Books. ISBN-13: 978-0465021475