HAWAI`I SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus
Chaminade University Honolulu
3140 Waialae Avenue - Honolulu, HI 96816
www.chaminade.edu

Course Number:	PP8020
Course Title:	Person-Centered and Experiential Theory and Therapy
Department Name:	Hawaiʻi School of Professional Psychology
College/School/Division Name:	College of Education and Behavioral Sciences
Term:	Fall 2019
Course Credits:	3.0
Class Meeting Days:	Thursday
Class Meeting Hours:	9 A.M. – 12 P.M.
Instructor Name:	Patrick K. Kamakawiwoʻole, Psy.D., DBA, MSOL
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	Or By Appointment
Teacher's Assistant (TA):	Liz Everett, M.A.
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University Course Catalog Description

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.

Course Overview

This course will cover the Humanistic Theory, which focuses on the Person-Centered and Experiential Theory and Therapy. The course will cover history of Humanism in the evolution of psychological theory, the major theorists within the Person-Centered and Experiential theories, and students will integrate research to supplement their learning of these theoretical approaches. Additionally, students will be integrating theory and practice through guided practice and graded demonstrations.

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 in marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. 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 ʻOlelo Noʻeau (Hawaiian proverbs) and Marianist core beliefs:
1. Educate for Formation in Faith (Mana) E ola au i ke akua (ʻŌlelo Noʻeau 364) May I live by God
2. Provide an Integral, Quality Education (Naʻauao) Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (ʻOhana) ʻIke aku, ʻike mai, kōkua aku kōkua mai; pela iho la ka nohana ʻohana (ʻŌlelo Noʻeau 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 noʻeau (ʻŌlelo Noʻeau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPP Aims and Competencies
The Hawaiʻi 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 Hawaiʻi 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 Hawaiʻi 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.

Learning Outcomes
1. Students will refine their therapeutic engagement skills using person-centered, existential, and other humanistic approaches to therapy. (Aim & Competencies 1, 2, 3, 4, 5, 8)
2. Students will refine their clinical integration skills within person-centered and existential frameworks. (Aim & Competencies 1, 2, 3, 4, 5, 8)
3. Students will strengthen their case conceptualization skills. (Aim & 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. (Aim & 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. (Aim & 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. (Aim & Competencies 1, 2, 3, 4, 5, 8)
7. Students will increase their awareness of ethics and professional behavior in addressing complex clinical cases. (Aim & Competencies 1, 2, 3, 4, 5, 8)

Required Textbooks and Readings
McMillan, M. (2004). *The person-centered approach to therapeutic change*. Thousand Oaks, CA: Sage.

Rogers, C. (1995). *On becoming a person: A therapist's view of psychotherapy*. Wilmington, MA: Mariner Books.

Wilkins, P. (2015). Person-centered therapy: 100 key points (2nd Ed.). New York, NY: Routledge.

Yalom, I.D. (1980). *Existential psychotherapy*. New York, NY: Basic Books.

Required Evidence-Based/Treatment Efficacy Readings
In addition to material found in the required textbooks for this course, the following research articles will also be required.

Bohart, A. C. (1991). The missing 249 words: In search of objectivity. *Psychotherapy: Theory, Research, Practice, Training, 28,* 3, 497-503.

Bohart, A. (2012) Can you be integrative and a person-centered therapist at the same time? *Person-Centered & Experiential Psychotherapies, 11*:1, 1-13.

Bozarth, J. D., Zimring, F. M & Tausch, R. (2001). Client-centered therapy: The evolution of a revolution. In D. Cain & J. Seeman (Eds.), *Humanistic psychotherapies: handbook of research and practice* (pp. 147-188). Washington, DC: APA.

Chantler, K. (2004). Double-edged sword: Power and person-centered counselling. In Moodley, R., Lago, C., & Talahite, A. (Eds.). *Carl Rogers counsels a black client* (pp.116-129). Ross-on-Wye, UK: PCCS Books.

Comas-Diaz, L. (2012). Humanism and multiculturalism: An evolutionary alliance. *Psychotherapy, 49*,4, 437-441.

Cooper, M. & McLeod, J. (2011). Person-centered therapy: A pluralistic perspective. *Person-Centered & Experiential Psychotherapies, 10*, 3, 210-223.

Cornelius-White, J. (2002). The phoenix of empirically supported therapy relationships: The overlooked person-centered basis. *Psychotherapy: Theory, Research, Practice*, *Training*, 39, 3, 219-222.

Elliott, R. (2002). The effectiveness of humanistic therapies: A meta-analysis. In D. J. Cain & J. Seeman (Eds.), *Humanistic psychotherapies: Handbook of research and practice* (pp. 279-306). Washington, DC: APA.

Elliot, R. & Freire, E. (2010). The effectiveness of person-centered and experiential therapies: A review of the meta-analyses. In M. Cooper, J. Watson & D. Holldampf (Eds.), *Person-centered and experiential therapies work: A review of the research on counseling, psychotherapy and related practices* (pp. 1-15). Herefordshire, UK: PCCS Books.

Kirschenbaum, H. & Jourdan, A. (2005). The current status of Carl Rogers and the person-centered approach. *Psychotherapy: Theory, Research, Practice, Training, 4,* 1, 37-51. Lambert, M.J. & Barley, D.E. (2001). Research summary on the therapeutic relationship and psychotherapy outcome. *Psychotherapy, 38*, 1, 357-361.

Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of Consulting Psychology, 21*, 2, 95-164.

Norcross, J. C. & Wampold, B. E. (2011). Evidence-based therapy relationships: Research conclusions and clinical practices. *Psychotherapy, 48*, 1, 98-102.

Sheldon, K. M. & Kasser, T. (2000). Goals, congruence, and positive well-being: New empirical support for humanistic theories. *Counseling Psychology Quarterly, 13,* 4, 219-222.

Sleeth, D. B. (2011). Three pillars of recovery: The role of integral love in clinical practice. *Journal of Humanistic Psychology, 53*, 5-25, DOI: 10.1177/0022167811418360.

Weinrach, S. G. (1990). Rogers and Gloria: The controversial film and the enduring relationship*. Psychotherapy: Theory, Research, Practice, Training 27,* 2, 282-290.

Grading

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

Grading Criteria

This course will incorporate the theory, research, and practice (application) of Person-Centered, Experiential, and Humanistic theory. Students will do this in the following ways: (1) Through participation, they will gain experience giving and getting feedback from the instructor and their peers on their work, as well as critique skills based on the readings and class discussions. (2) Through watching Carl Rogers' video and critiquing his work through a transcript, students will learn to apply terminology, and processes of Person-Centered theory and skills. Additionally, students will be applying research to supplement this assignment as a way to further deepen their understanding of the theory, or to look at limitations, other perspectives, or differentiation within the Humanistic theories. (3) Through roleplays, students will gain first hand experience in applying theory and skills in mock scenarios. Each student is expected to critically think about how they are applying theory, and will need to critically think about multiple diverse perspectives to consider. Students will also be expected to conceptualize the "client" that they are doing the mock session with, at any point of the session, and be able to provide theoretical rationale as to the skills that they are utilizing.

Grading Scale

Students will be graded according to total points earned:

Grade	Points Earned
A	100-90
B	89-80
C	79-70
F	69 points and below

Please note: I will be grading you on the work you submitted, even if you claim you submitted the assignment in error, after receiving a grade. Please make sure you submit the correct assignment to be graded.

Course Policies and Requirements

ATTENDANCE (0 points) and PARTICIPATION (5 points). Regular attendance and active participation in class discussions and roleplays are required. As a courtesy to others, especially roleplay partners, please come to class on time. Tardiness is considered to be more than 20 minutes late to class. Two (2) tardy marks will result in an individual meeting with the instructor, and more than two (2) tardy marks will result in a meeting with the student's academic advisor for remediation. Each student may not miss more than three (3) classes (exceptions need to be cleared by the instructor). If more than three (3) classes are missed, the student will be required to re-take the course.

Students will be required to make up missed work, outside of class time. Please consult with me as soon as possible following absences. Students missing more than two classes, even if these are excused absences, may be required to repeat the course. Due to changes in Financial Aid requirements, attendance throughout the term must be reported weekly, following each class, to the Student Services Department.

Students are expected to skim all assigned materials ahead of time and to come prepared to discuss or apply them in class. The readings listed for a particular class date are the readings that will be discussed on that date, so please read them ahead and come prepared to discuss them or do activities based on the readings. Please format all your papers in APA style. Please consult the current APA style manual (6th edition) for specifications. (Recommendation: Use of headings and subheadings often help to structure papers, if applicable. They also help to identify emerging integration problems in your drafts.) Reminder: Granting of incomplete and incomplete progressing contracts is at the discretion of faculty. If an incomplete or incomplete progressing contract is granted, it must be negotiated no less than one week prior to the end of the term to ensure that the contract has been clearly articulated and signed by the student and faculty member. The incomplete or incomplete progressing contract must be filed by the faculty member with the course grade sheet for the appropriate term. An incomplete progressing contract must be completed and submitted by the student to the instructor within 10 days of the last day of the class. An incomplete progressing contract must be completed no less than two weeks in advance of the end of the next term in order for the Change of Grade Form to be filed in accordance with Student Service deadlines. (Aim & Competencies 1, 2, 3, 4, 5, 8; Learning Outcomes 1, 2, 5, 6, 7)

ROLEPLAYS (75 points). Students will participate in three (3) roleplays during the course of the semester. Roleplays, especially extended roleplays, are a particularly powerful way of exploring roles and functions, possible content and process issues, contextual issues, pacing skill development, seeking intensive feedback prior to entering the field. Thus, *your role in the roleplays will be considered practice for facilitating experiential learning for novice therapists integrating a person-centered and experiential theoretical perspective.* Please note that there will be limited time for the presentation of these roleplays, so each person needs to be aware of time and each "client" needs to be aware of allowing the "therapist" to demonstrate skills. (See rubric). (Aim & Competencies 1, 2, 3, 4, 5, 8; Learning Outcomes 1, 2, 3, 4, 5, 6, 7)

TRANSCRIPTION ASSIGNMENT (20 points). Students will be provided a transcription that they will use as a means toward conceptualizing from a Person-Centered perspective. Each student is expected to respond using at least five (5) references to support their conceptualization, and they are to provide responses that are their original work. Students will be graded on the following competencies: (a) written communication, (b) accuracy, (c) completeness, and (d) critical-thinking. (See rubric). (Aim & Competencies 1, 2, 3, 4, 5, 8; Learning Outcomes 2, 3, 4, 6, 7)

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 that each is comfortable with. 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., individual therapy).

Grading Criteria

Project/Assignment	Point Value (out of 100 pts)
1. Attendance and Participation (see participation and 3e)	5 points (Aim & Competencies 1, 2, 3, 4, 5, 8, 9, 11)

2. Transcription Assignment:
    a. Written Communication (3 points)
    b. Accuracy (5 points)
    c. Completeness (5 points)
    d. Critical-thinking (7 points)
    e. References (-0.5 of a point for any missed reference)
	20 points
	(Aim & Competencies2, 3, 4, 5, 8, 11)

3. Roleplays:
    a. Theoretical Frame
    b. Process Issues
    c. Interventions
    d. Critical-Thinking
    e. Student Feedback (participation grade)
	75 points:
	Roleplay 1: 20 points
	Roleplay 2: 25 points
	Roleplay 3: 30 points
	(Aim & Competencies 1, 2, 3, 4, 5, 8, 9, 11)

Late Work Policy

Assignments must be submitted on time. Late work will be assessed a half-grade point deduction for every day the assignment is late. Work that will be submitted by email will be graded according to the original assignment submitted. Should an assignment be submitted in error, and not identified by the student prior to grading, the grade will stand, and late work assessment will apply if applicable.

Course Components

Diversity Component
Diversity will be addressed as a broad construct to include issues related to age, ethnicity, culture, family patterns, gender, physical disability, religious preference, sexual orientation, social class, and spirituality. Diversity will be incorporated into didactic and applied learning in this course. Students are encouraged to reflect on their personal and professional biases, preferences, and expectations regarding diversity as a means of refining and strengthening professional competence and skill in projective assessment.

Critical Thinking Component
Students will be encouraged and supported to apply critical thinking skills (i.e. deductive and inductive reasoning skills, logic, judgment, reflection, and questioning) when assessing, conceptualizing, evaluating, and discussing complex constructs regarding projective assessment.

Ethics and Professional Behavior Component
Throughout the course students will be expected and encouraged to discuss ethical and legal issues that emerge within the framework of projective assessment. Classroom discussions will be used to further the understanding and development of ethical principles and professional behavior of students, specifically involving clinical assessment and practice.

Instructor and Student Communication

Questions for this course can be emailed to the instructor at *lawrieann.ignacio@chaminade.edu*. Online, in-person and phone conferences can be arranged. Response time will take place up to two 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 Counseling Center at (808) 735-4845 for further information.

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, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter 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
The following attendance policy is from the 2018-2019 Academic Catalog (p. 57-58). Faculty members should also check with their divisions for division-specific guidelines.

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 make arrangements to 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.
Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

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 the 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

From the 2018-2019 Undergraduate Academic Catalog (p. 42):

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 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 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 for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook: https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf

All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 6th Edition* (2010). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6th Edition* for thesis and paper format.

Scholarly writing: The faculty at the Hawaii 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 "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Technology
The following technology may be required in order to complete courses in the Clinical Psychology program:

Minimum technology requirements. For PCs: at least an Intel® or AMD x86 processor running at 1.3 GHz or faster; 4GB of RAM, 10 GB hard drive space, 1024x576 display, and a DVD-ROM drive (video hardware acceleration is optimal); one of the following operating systems: Windows 7, Windows Server 2003 with Service Pack 2 and MSXML 6.0 (32-bit Office only), or Windows Server 2008 or later 32 or 64-bit OS. For Macs: at least an Intel processor, Mac OS X 10.5.8 or later; 1 GB of RAM, 10 GB free hard drive space, 1280x800 display, and a DVD-ROM drive.

Software requirements. Current Norton Antivirus (Version 10.2 or higher); Microsoft Office Professional (Version 2010 for PC and 2011 for Mac) containing Powerpoint and Word; Acrobat (full version).

Internet requirements. 56K or faster Internet or broadband connection; web browser: Microsoft Internet Explorer, Mozilla Firefox, or Google Chrome for PC users, Apple Safari, Mozilla Firefox, or Google Chrome for Mac users.

* In addition to the required readings listed in the Course Schedule below, articles listed above in the Required Readings section of this syllabus will be handed out throughout the course as required reading.

Date	Topics, Readings, and Assignments	Assignments & Readings Due Date
8/29/19 (1)	**Orientation to Course, Syllabus Review, and Introduction to Humanism & Conceptualization (PPT)** Role-play/practice – experience vs. feeling identification (Aim & Competencies 1, 2, 3, 4, 5, 8, 9, 11)	
9/5/19 (2)	**Philosophical, Historical, and Theoretical Foundations of Humanism and Person-Centered Approach** YouTube: Carl Rogers on Empathy https://www.youtube.com/watch?v=iMi7uY83z-U&list=PL9w3l7GkGUr1yxU4s2PiggyCbOO3XfpRf Conceptualization: Phenomenology, Nature of Human Being, Humanistic Assumptions Role-play/practice – Humanistic assumptions (Aim & Competencies 1, 2, 3, 4, 5, 8, 9, 11) Diagram/Metaphor: Client-Counselor relationship within a PCT/Humanistic frame	https://www.youtube.com/watch?v=3UcjojHetfE Norcross & Wampold (2011) article; Elliott (2002) article; Cooper, O'Hara, Schmid, & Bohart (2013) text, Chs. 1-4.
9/12/19 (3)	**Humanistic Theory & Theory of Person-Centered Therapy** Rogerian Person-Centered Practice: The Case of Gloria (YouTube): Introduction	Rogers, On Becoming a Person, Chs. 1-3, 6; Bozarth, Zimring, & Tausch (2001) article
9/19/19 (4)	**Theory of Person-Centered Therapy (PPT Rogerian PCT)** Role-play demonstrations/practice (Aim & Competencies 1, 2, 3, 4, 5, 8, 9, 11)	Rogers, On Becoming a Person, Ch. 7; McMillan (2004) text, Chs. 1-4, 6-7.
9/26/19 (5)	**Theory of Person-Centered Therapy** Role-play demonstrations/practice (Aim & Competencies 1, 2, 3, 4, 5, 8, 9, 11)	*Readings due*: Farber, Brink, & Raskin (1996) text, Chs. 2 & 8; Rogers, On Becoming a Person, Ch. 7; Kirschienbaum & Jourdan (2005) article.

10/3/19 (6)	**Theory of Person-Centered Therapy (PPT Rogers On Becoming A Person)** **Role-play #1 presentations** (Aim & Competencies 1, 2, 3, 4, 5, 8, 9, 11) **Student Feedback Presentation #1** (Aim & Competencies 1, 2, 3, 4, 5, 8, 9, 11) Rogerian Person-Centered Practice: The Case of Gloria (youtube): Segment 2	Farber, Brink & Raskin (1996) text, Ch. 3 & 9; Bohart (1991) article; Weinrach (1990) article Cornelius-White (2002) article; Elliott & Freire (2010) article Transcript Draft 1 Due
10/10/19 (7)	**Gestalt Theory & Therapy: Dr. H. Kainoa Kāneakua**	
10/17/19 (8)	**Theory of Person-Centered Therapy** Rogerian Person-Centered Practice: The Case of Gloria (YouTube): Segment 3 Perls (Gestalt): https://www.youtube.com/watch?v=8y5tuJ3Sojc Ellis (Rational-emotive Therapy): https://www.youtube.com/watch?v=a-oIr2nLUsc *Video*: Three Approaches to Psychotherapy: https://www.youtube.com/watch?v=SgiX0QLnpBM	
10/24/19 (9)	**Introduction to Existential Theory and Psychotherapy (PPT)** *Tentative Video:* Death and Existentialism (Irvin Yalom interview) **https://www.youtube.com/watch?v=l0q2F7axxsM** *Tentative Video:* **Yalom's Cure https://www.youtube.com/watch?v=xq4Xte9H6FM**	Yalom (1980) text, Chs. 1-3
10/31/19 (10)	**Existential Psychotherapy (PPT Isolation and Meaninglessness)** Role-play demonstrations/practice (Aim & Competencies 1, 2, 3, 4, 8, 11)	Bohart (2012) article; Comas-Diaz (2012) article; Sleeth (2013) article; Transcript Draft 2 Due
11/7/19	**Existential Psychotherapy**	Yalom (1980) text, Chs. 4-6

(11)	**Role-play #2 presentations** (Aim & Competencies 1, 2, 3, 4, 8, 11) **Student Feedback Presentation #2** (Aim & Competencies 1, 2, 3, 4, 5, 8, 9, 11)	
11/14/19 (12)	**Existential Psychotherapy (PPT Will and Responsibility)** Role-play demonstrations/practice (Aim & Competencies 1, 2, 3, 4, 8, 11)	Yalom (1980) text, Chs. 7-9
11/21/19 (13)	**Existential Psychotherapy** Role-play demonstrations/practice (Aim & Competencies 1, 2, 3, 4, 8, 11)	Yalom (1980) text, Chs. 10-11
11/28/19 (14)	**Thanksgiving Holiday**	Man's Search for Meaning Transcription Assignment Due (Aim & Competencies2, 3, 4, 5, 8, 11)
12/5/19 (15)	**Existential Psychotherapy** **Role-play #3 presentations** (Aim & Competencies 1, 2, 3, 4, 8, 11) **Student Feedback Presentation #3** (Aim & Competencies 1, 2, 3, 4, 5, 8, 9, 11)	
12/12/19 (16)	Evaluations Unfinished Business	