Course Syllabus
[Chaminade University Honolulu](www.chaminade.edu)
3140 Waiʻalae Avenue - Honolulu, HI 96816
www.chaminade.edu

Course Number: PP-7000-01-7
Course Title: History and Systems
Department Name: Hawaiʻi School of Professional Psychology
College/School/Division Name: School of Education and Behavioral Sciences
Term: Fall 2019
Course Credits: 3.0
Class Meeting Days: Tuesdays
Class Meeting Hours: 8:45 – 11:45 am
Class Location: Hale Hoaloha 101

Instructor Name: Joy Tanji, Ph.D.
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Office Hours: Mondays 2:00 – 4:30 pm, Wednesdays 1:00 – 4:30 pm; see door for updates

University Course Catalog Description
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.

Course Overview

Critical Thinking Component
Students will be facilitated in examining the philosophical foundations and recurring questions in psychology, and their continuing relevance to the field. Students will be encouraged to apply critical thinking skills (i.e., deductive and inductive reasoning skills, logic, judgment, reflection, and questioning) when examining the divergent perspectives that have emerged.

Ethics and Professional Behavior Component
Students will be facilitated in exploring the origins, history, strengths, and limitations of the major systems of psychology and the ethical implications of their assumptions about the human experience and nature of change. Students will be facilitated in exploring the fundamental differences of these different paradigms as well as ways clinicians might integrate them in order to optimize or individualize care.

Diversity Component

Diversity will be addressed as the intersectionality of experiences related to issues like age, ethnicity, culture, family patterns, gender, physical disability, religious preference, sexual orientation, social class, and spirituality of multiple populations. Students will be facilitated in examining the strengths and challenges of applying different systems to diverse individuals and communities. The globalization of western psychology and its implications for diverse, marginalized, and underserved communities abroad also will be examined. Students will be encouraged to begin clarifying their theoretical orientations, to identify personal beliefs, assumptions, and expectations regarding the nature of human experience and nature of change. They will be facilitated in examining how their assumptions impact their professional competence in working with those whose assumptions differ.

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:

- 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 ʻŌlelo Noʻeau (Hawaiʻian 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.

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
Text:
Hunt, M. (2007). *The story of psychology* (rev. ed.). New York: Anchor Books. ISBN 978-0-307-27807-4

Articles:
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)*.* Washington, DC: 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.
Chrisler, J. C., Fuentes, C. d. l., Durvasula, R. S., Esnil, E. M., McHugh, M. C., Miles-Cohen, S. E.,…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.
Kaempffert, W. (1941). Turning the mind inside out. *Saturday Evening Post, 213*(4), 18-74.
Marohn, S. (2003). What a shaman sees in a mental hospital. In S. Marohn, *The natural medicine guide to schizophrenia* (pp. 178-189). Charlottesville, VA: Hampton Roads Publishing Company, Inc.
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.
Meichenbaum, D., & Lilenfeld, 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.
Milgram, S. (1963). Behavioral study of obedience. *The Journal of Abnormal and Social Psychology, 67*(4), 371-378.
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.
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.

Waterman, A. S. (2013). The humanistic psychology—positive psychology divide: Contrasts in philosophical foundations. *American Psychologist*, *68*(3), 124-133. doi: 10.1037/a0032168

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, NY: New York University Press.

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.

Course Format

This class will use a combination of lectures, classroom discussion, and other exercise to enhance learning outcomes. Students are expected to attend every class and actively participate in discussions about the assigned readings and lectures

Course Requirements & Assignments

ATTENDANCE AND PARTICIPATION: 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 Hawaiʻi 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 Hawaiʻi 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 Hawaiʻi 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 Hawaiʻi 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.

QUIZZES: 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.

PAPERS:

PAPER #1: Origins and Evolution of a Major Psychological Theory
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 means to be a human being? What is the nature of human experience.
2. What does the theory identify as psychological dysfunction or mental illness?
3. According to this theory, what is the relationship between psychological and physical dysfunction?
4. What is the role of the therapist?
5. What is the nature of the therapeutic relationship?
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).
7. How is diversity understood?

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? 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.)?

PAPER #2
Contributions to the Field of Psychology by Members of Non-Dominant Cultures. 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 (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, including ethnic/racial minorities, women, and other social identity groups. 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).

PAPER #3
Philosophical Dilemma Posed by a Contemporary Issue Paper
Students will write a 10-page max. (not including references), APA-style paper that explores a philosophical question (e.g., reality vs illusion, free will vs determinism, mind vs body, etc.) manifested in a current debate about a clinical presentation, community conflict, or contemporary issue. Students will write a brief description (1-2 short paragraphs) of the problem. They will then identify some of the major proponents on each side and the different perspectives represented in this major philosophical debate. They will then briefly discuss how problem formulations and intervention strategies differ because of the assumptions of these competing frameworks. They will end with an integrated problem formulation and intervention on how the problem might be addressed.

Grading:

Grading Requirements

Project/Assignment	% of Grade
Attendance and participation in class discussions	10
Four Quizzes (10% each)	30
Paper #1: Origins and evolution of a major psychological theory (15 pages max.)	20
Paper #2: Contributions to the field of psychology by a member of a non-dominant culture (10 pages max.)	20
Paper #3: Philosophical dilemma posed by a contemporary issue paper (10 pages max.)	20
Total:	100

Grading Scale **(final scores > .5 will be rounded up)**
       A = 90 – 100   B = 80 – 89   C = 70 – 79   F = 69 and below

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 that 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 will take place 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 he/she meets the criteria for accommodations, the student should contact the Counseling Center at (808) 735-4845 (counselingcenter@chaminade.edu) 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

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

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 at https://studentaffairs.chaminade.edu/

Writing Policy

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, 7th Edition* (2019) format. Please refer to Paper Elements and Format section of the *Publication Manual of the American Psychological Association, 7th Edition* for thesis and paper formats.

Academic Dishonesty and Plagiarism

In an effort to foster a spirit of honesty and integrity during the learning process, the Hawai'i School of Professional Psychology at Chaminade University of Honolulu requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using American Psychological Association formatting. Students are encouraged to purchase the *Publication Manual of the American Psychological Association (7th ed.)* and become familiar with its contents.

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.

Schedule:

PP7000 HISTORY AND SYSTEMS FALL 2018 COURSE SCHEDULE

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	08/27/19	Introductions Introduction to the history and systems of psychology Review of syllabus **Enduring questions Philosophical assumptions about human nature** *InnSæi: The Power of Intuition* (film, 2016)		Review Syllabus
2	09/03/19	**Ancient Greece:** The nature of human activity **Classical Rome:** The development of specialties **Early Middle Ages:** The reconciliation of Christianity and Greek paganism **The Middle Ages:** Scholasticism	Hunt: Ch. 1, 2	**Quiz 1**
3	09/10/19	**Quiz 1 Due Mid-Millenium Traditions:** The Renaissance The Reformation The Copernican Revolution **Rationalism** The Enlightenment **Empiricism** and the nature of humanity	Hunt: Chs. 3, 4	
4	09/17/19	France's Le Grand Siècle (the Great Century): Sensationalism, Voluntarism, and Positivism British Empiricism Rationalism Early German Psychologists	Hunt: Ch. 5	
5	09/24/19	**Romanticism and Existentialism** Neurophysiological antecedents of psychology Darwin's Theory of Evolution		**Quiz 2**

		The Nature of Psychology: Psychology as a Natural Science Psychology as a Human Science		
6	10/01/19	**Quiz 2 Due American Structuralism American Functionalism**	Hunt: Ch. 6	
7	10/08/19	**The Nature of Mental Illness** The emergence of medical-biological models of psychopathology and therapeutic interventions **Applied Psychology**	Articles: Alon & Omer (2004) Marohn (2014) Michalon (2001) Wakefield (1992) Kaempffert (1941) Milgram (1963) Hunt: Chs. 8, 11	**Paper #1**
8	10/15/19	**Paper #1 Due Psychoanalysis: Freud and the Neo-Freudians Ego Psychology**	Hunt: Ch. 7	
9	10/22/19	Animal and Comparative Psychology **Behaviorism Neobehaviorism Social Behaviorism**	Hunt: Ch. 9 Articles: Fridlund, Beck, Goldie, & Irons (2012) Powell, Digdon, Harris, & Smithson (2014) Baars (2003)	**Quiz 3**
10	10/29/19	**Quiz 3 Due Developmental Psychology Gestalt Psychology**	Hunt: Ch. 12 Hunt: Chs. 10, 14	
11	11/05/19	**The Cognitive Movement Cognitive-behavioral Therapy**	Hunt: Chs. 15, 16 Articles: Sperry (1993) Dowd (2004) Rosner (2012)	**Paper #2**
12	11/12/19	**Paper #2 Due Existentialism Phenomenological Psychology Humanism Transpersonal Psychology** *Happy* (film, 2011)	Hunt: Ch. 17 Articles: Waterman (2013) Groff (2008)	**Quiz 4**
13	11/19/19	**Quiz 4 Due**	Hunt: Ch. 13 Articles:	

		Multicultural Approaches to Psychotherapy History of Non-Western Psychologies **Systemic Psychology**	Chrisler, Fuentes, Durvasula, Esnil, McHugh, Miles-Cohen, & Wisdom (2013) Dodd (2015) Yamamoto (1999)		13
14	11/26/19	Contemporary Issues Psychotherapy Research *I Am* (Video, 2012)	Hunt: Chs. 18, 19 Articles: Greenberg (2002) Meichenbaum & Lilenfeld (2018)	**Paper #3**	
15	12/03/19	**Paper #3 Due** Student presentations			
16	12/10/19	Student presentations Final discussion			