



**Chaminade**  
**University**  
OF HONOLULU

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

### **Course Syllabus**

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

3140 Wai'ālae Avenue - Honolulu, HI 96816

[www.chaminade.edu](https://www.chaminade.edu)

**Course Number:** PP-7000-02-7

**Course Title:** History and Systems

**Department Name:** Hawai'i School of Professional Psychology

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

**Term:** Fall 2024

**Course Credits:** 03

**Class Meeting Days:** Wednesdays

**Class Meeting Hours:** 1:00 pm – 4:00 pm

**Class Location:** Brogan 101

**Instructor Name:** Joy Tanji, PhD

**Email:** joy.tanji@chaminade.edu

**Phone:** 808.739.7248

**Office Location:** Behavioral Sciences 110

**Office Hours:** Mondays 2:00 pm – 3:00 pm; Thursdays 9:00 am – 12:00 pm, and by appointment

### **University Course Catalog Description and Overview**

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

### **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 American Psychological Association (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. Upon completion of the PSYD degree in clinical psychology, students will be able to:

1. Apply ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Apply professional communication and interpersonal skills, to include the utilization of clear, informed, and well-integrated communication, as well as effective interpersonal skills across settings.
3. Apply professional values and attitudes across settings, including self-reflective practice and openness to supervision and feedback.
4. Apply awareness of individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Articulate and integrate 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. Conduct science in psychology, applying psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Competently perform psychological assessments, including the ability to administer, interpret, integrate, and convey results of psychological tests.
8. Competently perform clinical interventions, including case formulation, theoretical conceptualization, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Apply knowledge of consultation models and practices, including interprofessional and interdisciplinary skills in consultative services.
10. Articulate supervision models and practices, including areas of ethics and potential conflicts.
11. Apply the Marianist values, through acts of community service, justice, and peace.

## Course Learning Outcomes

1. Students will appraise the role of historical trends and events (zeitgeist) in the development of psychology as a scientific discipline, as measured by Paper #2 and the group project. (Competency 5)
2. Students will describe the key contributions of major figures in the history of psychology and be able to identify the major perspectives of these individuals, as measured by the quizzes administered in the class. (Competency 5)
3. Students will summarize and evaluate the contributions of dominant and lesser-known voices in the history of psychology, as measured by Paper #1. (Competency 4)
4. Students will apply knowledge of recurring philosophical themes and issues to their understanding of historical and contemporary conflicts in psychology, as measured by their reflexive contributions to class discussions and oral and written presentation of the group project. (Competency 5)
5. Students will critically evaluate and synthesize relevant theoretical, clinical, and research literature, as measured by their papers and the group project. (Competency 5)

## Required Learning Materials

### Required Textbooks

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

### Required Readings

- Alon, N., & Omer, H. (2004). Demonic and tragic narratives in psychotherapy. In A. Lieblich, D. P. McAdams, & R. Josselson (Eds.), *Healing plots: The narrative basis of psychotherapy* (pp. 29–48). American Psychological Association. <http://dx.doi.org/10.1037/10682-002>
- Angus, L., & Macaulay, C. (2023). Tracking the interplay of narrative and emotion change processes in therapy sessions: The narrative-emotion process video coding system 2.0. *Journal of Psychotherapy Integration, 33*(2), 185–200. <https://doi.org/10.1037/int0000300>
- Bertrando, P., & Lini, C. (2019). Theory and practice of systemic-dialogical therapy. *Australian and New Zealand Journal of Family Therapy, 40*, 176–189. doi: 10.1002/anzf.1365
- Cauce, A. M. (2011). Is multicultural psychology a-scientific? Diverse methods for diversity research. *Cultural Diversity and Ethnic Minority Psychology, 17*(3), 228–233. doi: 10.1037/a0023880
- Ciofalo, N., Dudgeon, P., & Nikora, L. W. (2021). Indigenous community psychologies, decolonization, and radical imagination within ecologies of knowledges. *American Journal of Community Psychology, 69*, 283–293. doi: 10.1002/ajcp.12583
- Cooper-White, P. (2008). Interrogating integration, dissenting dis-integration: Multiplicity as a positive metaphor in therapy and theology. *Pastoral Psychology, 57*, 3–15. doi: 10.1007/s11089-008-0135-0
- Fulmer, R., Davis, T., Costello, C., & Joerin, A. (2021). The ethics of psychological artificial intelligence: Clinical considerations. *Counseling and Values, 66*, 131–144. doi: 10.1002/cvj.12153
- Greenberg, L. S. (2021). Emotion theory. In L. S. Greenberg (author), *Changing emotion with emotion: A practitioner's guide* (pp. 17–38). American Psychological Association. <https://doi.org/10.1037/0000248-002>
- Guttman, H. A. (1991). Systems theory, cybernetics, and epistemology. In A.S. Guttman & D. P. Kniskern (Eds.), *Handbook of family therapy* (vol. 2, pp. 41–62). Brunner/Mazel.
- Laughlin, C. D., & Rock, A. J. (2014). What can we learn from shamans' dreaming? A cross-cultural exploration. *Dreaming, 24*(4), 233–252. <http://dx.doi.org/10.1037/a0038437>
- Lazarus, R. S. (1984). On the primacy of cognition. *American Psychologist, 39*(2), 124–129. <https://doi.org/10.1037/0003-066x.39.2.124>
- Lini, C., & Bertrando, P. (2020). Finding one's place: Emotions and positioning in systemic-dialogical therapy. *Journal of Family Therapy, 42*, 204–221. doi: 10.1111/1467-6427.12267

- 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. doi: 10.1176/appi.psychotherapy.2001.55.2.202
- Millner, U. C., Maru, M., Ismail, A., & Chakrabarti, U. (2021). Decolonizing mental health practice: Reconstructing an Asian-centric framework through a social justice lens. *Asian American Journal of Psychology*, 12(4), 333–345. <https://doi.org/10.1037/aap0000268>
- Nielson, K., & Ward, T. (2020). Mental disorder as both natural and normative: Developing the normative dimension of the 3e conceptual framework for psychopathology. *Journal of Theoretical and Philosophical Psychology*, 40(2), 107–123. <http://dx.doi.org/10.1037/teo0000118>
- Smith, T. B., & Trimble, J. E. (2016). Firming up the foundation for an evidence-based multicultural psychology. In T. B. Smith & J. E. Trimble (authors), *Foundation of multicultural psychology: Research to inform effective practice* (pp. 235–248). American Psychological Association. <http://dx.doi.org/10.1037/14733-012>
- Stevens, F. L. (2023). Revising the cognitive primacy hypothesis: Implications for psychotherapy. *Journal of Psychotherapy Integration*. Advance online publication. <https://doi.org/10.1037/int0000313>
- Yaden, D. B., Meleis, M., Newberg, A. B., Vago, D. R., & McDaniel, J. (2017). Cross-cultural contributions to psychology and neuroscience: Self, mind, and mindfulness in Buddhism. *Pacific World*, 19, 53–68.
- Yamamoto, E. (1999). The hat shop controversy. In E. Yamamoto (author), *Interracial justice: Conflict & resolution in post-civil rights America* (pp. 236–253). New York University Press. doi: 10.1353/jaas.2001.0020
- Zajonc, R. B. (1984). On the primacy of affect. *American Psychologist*, 39(2), 117–123. <https://doi.org/10.1037/0003-066x.39.2.117>

## Course Requirements

**Course Requirements in Relation to Credit Hours.** This is a three-credit hour course requiring a minimum of 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this doctoral-level course are anticipated to spend a minimum of 45 hours in class. The additional 90 hours outside of classes are anticipated to equal 2-4 hours per week on course readings and class preparation, and 2-4 hours per week of work on future assignments (e.g., presentations, projects, papers, exams).

- 1. Attendance and Participation (TOTAL POSSIBLE POINTS for Attendance and Participation: 48 pts; worth 5% of grade).** Regular attendance and active participation in class discussions are required. Therefore, 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. Failure to meet these expectations will result in an individual meeting with the instructor and, if the concerns persist, consultation with the student's academic advisor for remediation. A half-grade point deduction for the class will be assessed for tardiness (10 or more minutes late on 5 or more occasions) and late submissions of work.

Students are expected to familiarize themselves with all assigned materials ahead of time and to come prepared to discuss and/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.

- 2. Quizzes (TOTAL POSSIBLE POINTS for Quizzes: 60pts; worth 40% of grade).** To support student learning of the course material, four quizzes will be administered during the term. The quizzes will include multiple choice, true/false, and essay items. Content of the quizzes will be taken from the textbook,

articles, lectures, 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.

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

3. **Papers:** Papers will be submitted through Canvas, which will run the papers through Turnitin. Turnitin will provide the student and instructor an originality and AI usage report.
  - a. **PAPER #1: Contributions to the Field of Psychology by Members of Non-Dominant Cultures (TOTAL POSSIBLE POINTS for Paper #1: pts; worth 15% of grade).** In the aftermath of APA's (2021) recent apology statement and resolve to shed its colonial roots, it is important for each of us to consider ways that we can constructively decolonize psychology's contributions to systemic inequities. The purpose of this activity is to highlight accomplishments of marginalized communities that are often overlooked in the past, present, and future history of psychology. The goal is to highlight their accomplishments, relevant biography, cultural and sociopolitical climate (zeitgeist) of the day, and their impact on contemporary psychology.

**Subjects must be approved by the instructor.** Students will write a 10-page max. (not including references), APA-style paper that explores the contributions to psychology by a member of a non-dominant culture (e.g., ethnic/racial, gender, sexual orientation, socioeconomic status, spirituality, ability, etc.). Details will be filed in the Contributions Paper folder for the class on the HSPP Shared Drive.
  - b. **PAPER #2: Origins and Evolution of a Major Psychological Theory (TOTAL POSSIBLE POINTS for Paper #2: 35pts; worth 15% of grade).** Students will write a 15-page maximum (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 and innovator. They will then identify zeitgeist that influenced significant changes in the approach. How was the approach changed to address this zeitgeist? Details will be filed in the Psychological Theory Paper folder for the class on the HSPP Shared Drive.
4. **Group Project (TOTAL POSSIBLE POINTS for Group Project: 25pts; worth 25% of grade).** The focus of this project is to provide students with an opportunity to explore the contemporary relevance of the history and systems of psychology. In particular, this project examines how fundamental questions that recur in psychology can help us to better understand human differences and support more inclusive, equitable problem solving.

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

In groups of 3-4, students will examine a current social justice event or issue through the lens of recurring philosophical issues in the history and systems of psychology (e.g., metaphysics, truth, epistemology, the mind-spirit-body problem, free will vs determinism, causality, purpose, and the nature of Mind). Students will select the three most relevant fundamental issues of relevance to the event and describe and conceptualize the conflict as a polarization of cultural positions and assumptions of the groups in conflict. Students will then explore how they might be instrumental in creating opportunities for more productive problem resolution and reparation, through the exploration and

development of new theories or conceptualizations of the problem, research studies, and approaches to assessment and intervention. Details will be filed in the Group Project folder for the class on the Shared Drive.

## Grading

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

**\*Students MUST receive a minimum competency passing grade of 80% on these course requirements in order to pass the course.**

### 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 (87-89)                          | B = 3.00 (83-86)  | B- = 2.67 (80-82)                               |
| C = 2.00 (70-79); Failed - No credit given |                   | F = 0.00 ( $\leq$ 69); Failed - No credit given |

### Instructional Contact and Credit Hours

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10-week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

### 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 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.

***Student with Disabilities Statement:***

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008). Students are responsible for contacting Kōkua 'Ike Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kōkua 'Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

***Kōkua 'Ike: Tutoring & Learning Services***

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

***Title IX and Nondiscrimination Statement:***

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

***Nondiscrimination Policy & Notice of Nondiscrimination:***

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the Chaminade University Title IX Office Contact Information and Confidential Resources website. On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#). The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form. Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: Notice of Nondiscrimination.

***CUH Alert Emergency Notification:***

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will

receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

***Assessment for Student Work:***

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

***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 prevent them from attending class, and they should arrange 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 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 an official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

***Professionalism with Class Topics and Discussions:***

It is anticipated that in the course of students' graduate education in clinical psychology, they will have emotional reactions to class topics and discussions. Recognizing, understanding, and managing one's internal states is an integral part of one's professional responsibility. In the event that affective reactions become overwhelming, students are expected to manage their reactivity as they would as a practicing professional, subsequently discussing it with professors/supervisors and seeking informal and/or formal support. Similarly, it is the student's responsibility to notify the professor of potential issues, so they can address them (e.g., using the correct pronouns, pronouncing names/words correctly, awareness of triggering content). Self-disclosure is considered voluntary and at the discretion of the student. Additionally, it is expected that peers be mindful and respectful of disclosures of others, keeping shared information confidential.

***Academic Honesty:***

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated. Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty. Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the



course, suspension, or dismissal from the University. For the most up to date information, please refer to the Academic Honesty Policy on the Chaminade University Catalog website.

Unless expressed in writing via a university accommodation, all course information, content, and materials in any medium (including but not limited to notes, slides, recordings, electronic files, and verbal discussions and presentations) are prohibited from being intentionally or unintentionally shared (or allowed to be accessed), distributed, published, uploaded, or reproduced in any form, as they are reserved for the private use by the student registered for the course. Any audio and/or visual recordings (including pictures) are prohibited unless prior written permission from the instructor is granted, and permission is limited to individual and temporary use (i.e., recordings are not to be shared/reproduced, recordings must be deleted at the end of the term).

Unless otherwise instructed, all course submissions should follow 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. Your course assignments may be submitted to an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Similarly, the program needs to evaluate a student's *competency* in all academic and practice areas (including writing skills and critical thinking). Therefore, using artificial intelligence (AI) and automated writing tools is *not permitted* for program submissions and will be considered 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. Most courses are paperless, but a printer/scanner may also be required.

### Schedule

| Week | Date | Topics  | Readings Due (to be completed before attending class) | Assignments Due  |
|------|------|---|---|--|
| 1    | 8/21 | Introductions<br>Introduction to the history and systems of psychology<br>REVIEW OF SYLLABUS<br><ul style="list-style-type: none"> <li>• An overview of the group project</li> </ul> Recurrent themes and enduring questions  | Yamamoto (1999)                                       | Group Project: Form groups and begin brainstorming Parts A and B |
| 2    | 8/28 | PRESCIENTIFIC PSYCHOLOGY<br><ul style="list-style-type: none"> <li>• WHAT IS MIND? Is human nature rational or irrational?</li> <li>• MIND-BODY PROBLEM</li> <li>• EPISTEMOLOGY: What is the nature of knowledge? Is it a priori or a posteriori?</li> <li>• METAPHYSICS: What is the nature of the world?</li> <li>• Ancient Greece and its non-western contemporaries, India and China</li> </ul> | Ludden: Ch. 1 (pp. 3-9)<br>Laughlin & Rock (2014)     |  |

|   |      |   |                           |                                       |
|---|------|---|---------------------------|---------------------------------------|
| 3 | 9/4  | <p>PRESCIENTIFIC PSYCHOLOGY (Cont.)</p> <ul style="list-style-type: none"> <li>• NATURE OF MIND, EPISTEMOLOGY, AND METAPHYSICS (Cont.)</li> <li>• The Dark Ages: The decline of the Classical Roman Empire and establishment of the Eastern Byzantine Empire</li> <li>• The Middle Ages <ul style="list-style-type: none"> <li>○ The Islamic Golden Age: The integration of Greek philosophy and Islamic theology</li> <li>○ Judaism: Guide for the Perplexed</li> <li>○ Early Middle Ages: The reconciliation of Christianity and Greek paganism</li> <li>○ High Middle Ages: Patrists, Scholasticism</li> </ul> </li> </ul>                                 | Ludden: Ch. 1 (pp. 10-14) | Group Project: Part A and B draft due |
| 4 | 9/11 | <p>SCIENTIFIC PSYCHOLOGY</p> <p>Mid-Millennium Traditions: The Renaissance, Reformation, and Enlightenment</p> <p>THE COPERNICAN REVOLUTION</p> <p>France's Le Grand Siècle (the Great Century): Sensationalism, Voluntarism, and Positivism</p> <p>Empiricism, Associationism, and Utilitarianism</p> <p>RESURGENCE OF RATIONALISM: Interactionist dualism, materialist monism, dual-aspect monism, and psychophysical parallelism</p>   | Ludden: Ch. 1 (pp. 14-25) | Quiz 1 Due                            |
| 5 | 9/18 | <p>A search for identity: What is the nature of psychology?</p> <ul style="list-style-type: none"> <li>• Role of God</li> <li>• Natural science vs human science</li> </ul> <p>THE PROBLEM OF CAUSALITY</p> <ul style="list-style-type: none"> <li>• The nature of change in the universe: Catastrophism vs uniformitarianism</li> <li>• Origins of life: Creationism vs evolution</li> <li>• Nature vs nurture</li> </ul> <p>EPISTEMOLOGY: Seeking scientific ways of studying the human mind</p> <ul style="list-style-type: none"> <li>• Mechanization and quantification</li> <li>• Psychophysics</li> <li>• Neurophysiological antecedents of</li> </ul> | Ludden: Ch. 2             |                                       |

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| 6  | 9/25  | <p>EPISTEMOLOGY: The problem of truth, sources of knowledge</p> <p>Early German Labs</p> <ul style="list-style-type: none"> <li>• Wundt: The founding of psychology</li> <li>• Challenges to Wundtian assumptions</li> </ul> <p>Group Project: Begin working on Part C and D</p>           | Ludden: Ch. 3 (pp. 51-62)  | Quiz 2 Due  |
| 7  | 10/02 | <p>MODERN PSYCHOLOGY</p> <p>THE PROBLEM OF EXPLANATION</p> <ul style="list-style-type: none"> <li>• The Nature of Mental Illness</li> <li>• Role of Emotions in Knowledge</li> <li>• Psychology's Modern and Postmodern Models of psychopathology and therapeutic interventions</li> </ul> | <p>Ludden: Chs. 8, 9 (pp. 213-217), 14</p> <p>Alon &amp; Omer (2004)</p> <p>Nielson &amp; Ward (2020)</p> <p>Michalon (2001)</p>                 |             |
| 8  | 10/09 | <p>GOAL OF PSYCHOLOGY</p> <ul style="list-style-type: none"> <li>• American Structuralism</li> <li>• American Functionalism: Harvard, Clark, Chicago, and Columbia</li> <li>• Applied Psychology</li> </ul>  | Ludden: Chs. 3 (pp. 62-70), 4  |             |
| 9  | 10/16 | <p>FREE WILL AND DETERMINISM</p> <p>Methodological Behaviorism</p> <p>Neo-Behaviorism</p> <p>Radical Behaviorism</p> <p>Social Learning Theory</p>   | Ludden: Chs. 5, 9 (pp. 200-208), 13 (pp. 307-312)  | Paper 1 Due |
| 10 | 10/23 | <p>Gestalt Psychology</p> <p>NATURE vs NURTURE</p> <ul style="list-style-type: none"> <li>• Developmental Psychology</li> </ul>  | Ludden: Chs. 6, 9 (pp. 208-210), 13  |             |
| 11 | 10/30 | <p>Psychoanalysis: Freud and the Neo-Freudians</p> <p>Ego Psychology</p>   | Luddens: Ch. 7   | Quiz 3 Due  |
| 12 | 11/6  | <p>Existentialism</p> <p>Phenomenological Psychology</p> <p>Humanistic Psychology</p> <p>Transpersonal Psychology</p> <p>Positive Psychology</p>   | <p>Ludden: Chs. 12, 15</p> <p>Greenberg (2021)</p>   |             |
| 13 | 11/13 | <p>Physiological and Comparative Psychology</p> <p>The Cognitive Movement</p> <p>Cognitive-behavioral Therapy</p> <p>Social Cognitive Theory</p>   | <p>Ludden: Chs. 10, 11, 14 (pp. 340-345)</p> <p>Lazarus (1984)</p> <p>Zajonc (1984)</p> <p>Stevens (2023)</p> <p>Angus &amp; Macauley (2023)</p> | Paper 2 Due |

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| 14 | 11/20 | CONTEXT<br>Structuralism vs Post-structuralism<br><ul style="list-style-type: none"> <li>• Multicultural Approaches to Psychotherapy</li> </ul> Final Presentations  | Cauce (2011)<br>Cooper-White (2008)<br>Smith & Trimble (2016)   | Group Projects:<br>Write-ups and<br>Powerpoints Due |
| 15 | 11/27 | Systemic Psychology<br>Final Presentations   | Guttman (1991)<br>Bertrando & Lini (2019)<br>Lini & Bertrando (2020)  | Group Projects:<br>Write-ups and<br>Powerpoints Due |
| 16 | 12/4  | Final Discussion<br>The Future of Psychology:<br>Contemporary issues in theory,<br>research, teaching, and practice<br><ul style="list-style-type: none"> <li>• Decolonization of Psychology</li> <li>• Neuropsychology: The fifth pillar?</li> <li>• Artificial Intelligence</li> </ul> | Ludden: Ch. 16<br>Ciofalo et al. (2021)<br>Yaden et al. (2017)<br>Fulmer et al. (2021)<br>Millner et al. (2021) | Quiz 4 Due  |