

Foundations of Personality and Psychotherapy (CPSY 218)

Santa Clara University
Department of Counseling Psychology
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Reading: *Theories of Psychotherapy and Counseling* (R. S. Sharf), and Additional readings (see bibliography later in the syllabus)

Objectives: A first major objective of this course is for you to be broadly familiar with the most important systems of psychotherapy in use today. Each of these systems is rooted in a theory of personality that helps therapists understand the development and current issues of their clients. As such, a second objective is for you to be able to articulate the basic principles of these various personality theories. A third important objective is to practice applying these theories to your own life and personal experience. A last objective is to use all of this information to begin constructing your own personal theoretical orientation.

	<u>Date</u>	<u>% Worth</u>
Journal:	Every week	20%
Paper:	3/20	30%
Final Quiz:	3/20	20%
Presentation:	TBA	20%
Class Participation:		10%

It is important for students to turn in work in a timely manner. It is understandable, however, that unforeseen circumstances such as illness, bereavement, or tragedy may prevent a student from completing an assignment on time. If this happens to you, please notify me ahead of time (if possible), or at the earliest possible time. I'm more than willing to work with you. Normally this means that you will have one week to make up the work. Unfortunately, it is my policy *not* to accept assignments for full credit that are turned in late due to travel plans, vacation plans, etc.—it would be unfair to the rest of the class. In cases of travel, vacation, and other preventable/ foreseeable circumstances, my policy is to deduct 20 percentage points from major assignments for each day late. If you have any questions or concerns that you may miss a deadline, please talk to me as soon as possible.

Weekly Reflection Journal: Students will keep a weekly journal reflecting on the reading and class material as well as personal material brought to light by the course. These journals are a forum for you to apply the course material to your personal experience and begin to grapple with what you believe about human nature. As journals will include personal material, they will not be graded. Instead, journals will be marked with a check if turned in, and a check-plus if discussion of the material and personal insights is done especially well. I encourage you to share as deeply as you feel comfortable. However, please note that I will *not* follow up on the reflections to give you privacy to share without feeling that you have to discuss further. If you want to talk to me about something personal, please feel free to see me in person. Journal entries should be 1-2 pages each, double spaced. There will be eight entries total. A check-plus = 12.5 points, a check = 10 points. So, if you get a check-plus on all eight, that equals 100 points. If a journal is turned in late, normally half-credit is given.

Personal Theory Paper: During this course, you will learn a number of theories of personality and psychotherapy. As you will see, there is no single “correct” way of understanding human nature or bringing about change. Each counselor must develop his or her personal philosophy and theoretical framework of therapy. Over the quarter, you will write weekly journal entries about your reactions to the various psychotherapeutic approaches. This paper is designed to be the culmination of that effort. In it, you will be asked to present your *personal* theory of personality and psychotherapy, which should be grounded in the theories covered in the course. You may choose to wholeheartedly endorse an existing theory or combine them in some way. Your paper should be 6-8 pages, double-spaced, 12 pt type-written. No references besides the textbook and course readings are necessary, but if you use additional references, please include a bibliography. Please see the “Instructions for the Personal Theory Paper” sheet for more info.

Experiential Presentation: The class will be divided as evenly as possible into groups. Each group will lead fellow students in an experiential exercise. In these 45-minute presentations, your purpose is not necessarily to present new material, but to creatively involve the class in practicing a technique or experiencing firsthand some aspect of a theory already covered by the professor. Most presentation topics consist of a specific therapy technique that is based on the theoretical concepts I lecture on during that class session. There are 6 weeks possible for presentations, each of which involves a different topic. I will be actively involved in helping you to plan these presentations, though I will look to you to take the lead. In that regard, please make an appointment to see me as a group before planning your presentation. See presentation instructions sheet for more info.

Final Quiz: It is important that you leave the quarter with knowledge of the concepts of the various personality theories we will cover. When you get out into the field, other professionals will expect you to be conversant (at a basic level, at least) in these various ways of conceptualizing clients. Thus, the purpose of the quiz is to assess your *basic* factual knowledge of the theories discussed in the course. It will be relatively short, consisting of about 25 multiple-choice questions.

Class Participation: Because this class is a combination of lecture and seminar, it is essential that each of us attend every meeting. Lecture is certainly important, but I believe that the “meeting of the minds” that occurs through questions and discussion is *far* more important. Participation is not graded by the amount you speak in class, but by your presence and active engagement (even if simply engaged listening!). If you need to miss class, please call me before-hand so we can review materials that will be missed. More than one absence will result in losing all of your class participation points.

Disability Accommodations: Any student who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor immediately. To request academic accommodations for a disability, students also must contact Disability Resources located in Benson, room 216, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources to receiving accommodations. I am more than happy to make any reasonable accommodations.

Class/Reading Schedule

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
1/9	Discuss Syllabus, What is a personality theory and how does it relate to psychotherapy?	
1/16	Psychoanalytic Theory and Therapy, First journal entry due	Sharf, Ch 1 & 2 Reading: Freud Comic #1
1/23	The Neo-Freudians, Jungian Theory and Therapy, Student Presentation (Jungian Dream Interpretation)	Sharf, Ch 3 & 4 Reading: Freud Comic #2
1/30	Existential Theory and Therapy NO STUDENT PRESENTATION THIS WEEK!!	Sharf, Ch 5 & 7
2/6	Humanistic Theory and Person-Centered Therapy, Student Presentation (Reflective Listening in Person-Centered Therapy)	Sharf, Ch 6 Reading: "Client-Centered Therapy"
2/13	NO CLASS!!!! PROFESSOR AT A CONFERENCE.	
2/20	Behaviorism and Behavior Therapy, Exposure-based Behavioral Techniques, Student Presentation (Systematic Desensitization)	Sharf, Ch 8 Reading: "Systematic Desensitization"
2/27	Cognitive Therapy: Theory and Treatment, Student Presentation (Cognitive Distortions)	Sharf, Chs 9 & 10 Reading: "Cognitive Therapy..."
3/6	Family Systems Approaches, Student Presentation (Family Mapping as a Tool in Structural Family Therapy)	Sharf, Ch 14
3/13	Multicultural Counseling and Gender in Counseling, Student Presentation (Gender and Psychotherapy), Final journal entry due	Sharf, Ch 13 Reading: "Entering Another's World"
3/20	**Personal Theory Paper Due** **Quiz** No journal entry due. Putting it all together: Eclecticism and Integration	Sharf, Ch 17 Reading: "An Integrative Approach..."

Reference of Course Text:

Sharf, R. S. (2012). *Theories of psychotherapy and counseling* (5th ed.). New York: Brooks Cole.

References for Course Readings

“Freud Comic #1” and “Freud Comic #2” readings, select sections from:

Appignanesi, R., & Zarate, O. (2003). *Freud for beginners*. New York: Pantheon.

“Client-Centered Therapy” reading:

Rogers, C. R. (1946). Significant aspects of client-centered therapy. *American Psychologist*, 1, 415-422.

“Systematic Desensitization” reading, chapter 6 from:

Goldfried, M. R., & Davison, G. C. (1994). *Clinical behavior therapy*. New York: Wiley.

“Cognitive Therapy...” reading, chapter 1 from:

Beck, J. S. (1995). *Cognitive therapy: Basics and beyond*. New York: Guilford.

“Entering Another’s World” reading:

Hays, Pamela A. (2001). Entering another’s world: Understanding clients’ identities and contexts. In P. A. Hays (Ed.), *Addressing cultural complexities in practice: A framework for clinicians and counselors* (pp. 55-69). Washington, DC: American Psychological Association

“An Integrative Approach...” reading:

Arkowitz, H. (2002). An integrative approach to psychotherapy based on common processes of change. In J. Lebow (Ed.), *Comprehensive handbook of psychotherapy: Volume 4, Integrative and eclectic therapies* (pp. 317-337). New York: Wiley.

Additional Recommended Readings

Goldfried, M. R., & Davison, G. C. (1994). *Clinical behavior therapy*. New York: Wiley.

Keyes, C. L. M., & Haidt, J. (2002). *Flourishing: Positive psychology and the life well-lived*. Washington, D. C.: American Psychological Association.

McIntosh, P. (1998). White privilege: Unpacking the invisible knapsack. In M. McGoldrick (Ed.), *Re-visioning family therapy: Race, culture, and gender in clinical practice* (pp. 147-152). New York: Guilford.

Silgman, M. E. P. (2004). *Authentic happiness*. New York: Free Press.