PY (and/or PC) 426-A
Mondays, 3:00pm to 4:50pm, (2 sem. hr.)
Fall Semester 2009

Course Introduction

Instructor: Paul C. Larson, Ph.D., J.D., A.B.P.P.

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Course Website:

Official Course Description

This course explores the historical and theoretical foundations of professional psychology. Particular attention will be placed on the history of mental health and psychological healing practices in a cross-cultural context, as well as modern developments of the science and profession of psychology. The philosophy of science and epistemological foundations of clinical work will also be covered, allowing the student to understand theories of therapy in a broader perspective. (2 credits)

My Course Description

Chicago School Institutional Learning Goal Addressed
Scholarship, Diversity, Professional Behavior

Program Competency Addressed
Ethical and Professional Behavior, Individual & Cultural Differences, Research and Evaluation

Primary: Research and evaluation
Secondary: Ethics and professional behavior

Course Requirements

1)   **Essay #1**
            Short essay, 3-5 pages, topic to be released 9/14, due 9/21

2)   **Essay #2**
            Short essay 4-6 pages, topic to be released 10/26, due 11/2

3)   **5-generation stream of transmission**

Learning Objectives

By the end of the course students will be able to:

1) Identify basic concepts and issues in the theoretical foundations of science and professional practice of psychology (Research/evaluation competency, Ethics & Professional behavior competency);

2) Demonstrate capacity for critical thinking with concepts and issues of theoretical foundations of professional practice (Research/evaluation competency, Ethics & Professional behavior competency);

3) Identify historic origins and paths of development of current science and profession of psychology in their diversity across cultures (Research/evaluation competency, Ethics & Professional behavior competency);

4) Demonstrate capacity to integrate historical and cross-cultural data into understanding of professional roles, activities and contexts (Research/evaluation competency, Ethics & Professional behavior competency, Individual/cultural differences competency).

If section is cross-listed as PC 426, add the following additional learning objective

5)   Identify and describe historical trends in the understanding of the nature of children, their capacities, and their social roles

Required Texts

Larson, P. (In press). *Psychological healing: Historical and theoretical foundations of professional psychology*. Washington, DC: American Psychological Association
<Referred to in reading assignments as '**L-PH**'>

Required Readings on eReserve

Crook, J. H. (1997). The indigenous psychiatry of Ladakh, Part I: practice theory approaches to trance possession in the Himalayas. *Anthropology & Medicine*, *4*(3), 289-307.

Frank, J. D. (1961). *Persuasion and Healing*. New York: Schocken. (Available in library)

Kroll, J. (1973). A Reappraisal of Psychiatry in the Middle Ages. *Archives of General Psychiatry*, *29*, 276-283.

Larson, P. (2002). Teaching "history and systems" from a clinical perspective. *History of Psychology*, *5*(3), 249-263.

Neugebauer, R. (1979). Medieval and early modern theories of mental illness. *Archives of General Psychiatry*, *36*, 477-483.

Pachuta, D. M. (1989). Chinese medicine: The law of five elements. In A. Sheikh & K. Seikh (Eds.) *Healing East and West*. New York: John Wiley & Sons.+

Ramaswami, S. (1989). Yoga and healing. In A. Sheikh & K. Seikh (Eds.) *Healing East and   West*. New York: John Wiley & Sons.

Ramaswami, S. & Skeikh, A. (1989). Buddhist psychology: Implications for healing. In A. Sheikh & K. Seikh (Eds.) *Healing East and West*. New York: John Wiley & Sons.

Taylor, E. (2000). Psychotherapeutics and the problematic origins of clinical psychology in America. *American Psychologist*. *55* 1029-1033.

Optional but Recommended Texts and Readings

Howells, J. G. (Ed.). (1975). *World history of psychiatry*. New York: Brunner/Mazel.

Leahey, T. H. (1997). *A History of Psychology: Main currents in Psychological Thought*. (4th ed.) Upper Saddle River, NJ: Prentice-Hall.

Reisman, J. M. (1991). *A History of Clinical Psychology*. (2nd ed.) New York: Hemisphere Publishing.

Class Timeline				
Wk #	**Class Date**	**Learning Objectives**	**Topic**	**Readings and Assignments**
1	8/31	1-5	Overview of psychology among sciences and professions; theory of professional practice	Frank, Ch 2;Larson, 2002; L-PH Preface and Ch 1
2	9/7		Labor Day – NO Class <Research week -- Students should have submitted their choice for 5-generation paper and begin working on that>	
3	9/14	1-5	Ancient roots of psychological healing,	L-PH Ch 2; Crook; Frank Ch 3-4;
4	9/21	1-5	Western cultural foundations	L-PH Ch 3
5	9/28	1-5	Eastern approaches to healing,	L-PH Ch 4; Pachuta; Ramaswai; Ramaswami & Sheikh
6	10/5	1-5	Medieval and Renaissance practices and philosophy; Early modern mental health practices and theories of illness	L-PH Ch 5-6; Kroll; Neugebauer
7	10/12	1-5	19th century development of sciences, both natural and human	L-PH Ch 7
8	10/19	1-5	Founding of psychology as science and profession; Developments in psychology up to World War II	L-PH Ch 8; Taylor
9	10/26	1-5	History of psychodynamic theories and practices	L-PH Ch 9
10	11/2	1-5	History of cognitive-behavioral theories and practices	L-PH Ch 10

11	11/9	1-5	History of existential-humanistic theories and practices	L-PH Ch 11
12	11/16	1-5	History of social systems theories and practices	L-PH Ch 12
13	11/23		Developments in professional psychology since WWII, including rise of Psy.D. movement	L-PH Ch 13
14	11/30	1-5	Longview Hospital film	
15	12/7	1-5	<5-generation paper due>	

Grading

Assignments for this course are as follows:

Learning Objective	Assignment	Measurement	Expect Result
1-5	*5 generation stream of transmission*	Adequate coverage of development of an idea/practice across 5 generations of scholars.	
1-5	Essay #1		
1-5	Essay #2		

Academic genealogy: Student will select one psychologist or writer (psychiatrist or other profession) by Monday 9am of **week 2** of class and submit to instructor for approval. The writer must be in one of the four intervention streams taught here (psychodynamic, cognitive-behavioral, existential-humanistic, social systems; see relevant chapters in text for suggestions). They must have contributed to the field some time between 1930 and 1970 (so they can have at least 2 ancestors and 2 sucessors). The psychologist or writer that is chosen by the student and approved by the instructor becomes the person of focus. The student then searches the writings of the figure and finds two references that influenced the central figure. These are the "parents." They select one of the parents and research the influence on their ideas and identify one of them, a "grandparent." The student also locates two figures later than the central figure who either cite the central figure directly or are clearly influenced by the central figure. These are two "children" of the central figure. They continue their research and locate an article or a book influenced by or directly citing one of the "children." This is the "grandchild" of the central figure. At least one of the additional people (grandparent, two parents, two children, grandchild) must come from or show significant influence from one of the other intervention streams (cross-fertilization). The student then weaves a coherent narrative across the five generations of psychologists or scholars/practitioners, integrating their research and showing progression and changes in an idea or practice across time. A student who successfully completes this assignment should be well positioned in terms of research and writing skills to do a literature review for the dissertation. (**100 points)**

Essay #1 and Essay #2
        Instructor will determine topics and either post them to the e-college page or send it out in a group email as a file attachment. Students will have 1 week to prepare their essay.   Each essay is worth **50 points** for a total of **100 points** for the two of them**.**

All written materials will be submitted electronically as file attachments to an email – no paper submissions accepted!

The course grade will be the average of the the two combined scores for the essays and the 5-generation paper (total of 200 points available, averged to a 100 point scale) Final course grades will be assigned as follows:

Letter Grade	Percentage Cutoff	Point Range
A	95 - 100%	95-100
A-	90 – 95.9%	90-94.9
B+	87 - 89%	87-89.9
B	83 - 86%	83-86.9
B-	80 - 82%	80-81.9
C	70 - 79%	70-79.9
F	Under 70%	<70

Additional Policies

Instructor will return papers via email when graded. Any written material submitted after 5 pm on the date due will have 3 points deducted from the score. If student is unhappy with the grade an individual appointment can be scheduled to go over the reasons for the grade. Since there will be some material presented in class that is not in the texts, more than 2 unexcused absences will result in a loss of 5 points.

the following policies are required in all syllabi

Statement of Academic Honesty
The Chicago School expects its students to function within an environment of trust relative to other students, faculty, staff, and administration. Moreover, the School expects all students to conduct themselves ethically, with personal honesty, and with professionalism. Academic dishonesty violates one of the most basic ethical principles in an academic community, and will result in sanctions imposed under the School's disciplinary system. All incidents of academic dishonesty must be immediately referred to the Department Chair or Associate Department Chair for investigation and intervention. The Student Affairs Committee may be convened to review the student's situation. Possible interventions and sanctions may include, but are not limited to, developing a remediation plan, placing a student on academic warning, suspending or dismissing a student. Academic dishonesty includes, but is not limited to:

CHEATING: In any form, including but not limited to, giving or receiving aid on tests, giving or receiving test materials prior to official distribution, or collaborating on assignments or exams without instructor permission.

PLAGIARISM: The use or reproduction of another's work without appropriate attribution. The School expects all students to produce original work in their papers, coursework, dissertation, and other academic projects and to follow appropriate rules governing attribution.

FABRICATION: Inventing information or citations in an academic or clinical exercise.

Student Email and Use of School Technology
Each enrolled student is provided a School-sponsored email account. Students are responsible for all

information communicated through email in the same way and to the same extent as if published in hard copy and distributed through other means. Students must regularly check this account for information transmitted by various departments of the School. The School will not direct electronic correspondence from official School email accounts to personal email addresses; students are expected to utilize the institutional email addresses for all electronic communication about School matters.

A student's continued enrollment in this course indicates his or her agreement to allow graded assignments to be returned via the Chicago School email account when necessary. In keeping with FERPA compliance, if a student does not wish to receive graded material over email he or she must make alternate arrangements with the instructor, such as providing self-addressed stamped envelopes to receive graded assignments by mail. No graded material will be left for pick-up or sent to a non-School email account.

Files and email messages that travel using the School's network are not private. A user's privacy is superseded by the School's requirement to maintain the network's integrity and the rights of all network users. For example, should the security of the network be in danger, user files and messages may be examined under the direction of the Vice President of Administration, or the Director of Information Technology. The School reserves its right, as owner of the network and the computers in question, to examine, log, capture, archive, and otherwise preserve or inspect any messages transmitted over the network and any data files stored on School-owned computers, should circumstances warrant such actions. All members of the community must recognize that electronic communications are by no means secure, and that during the course of ordinary management of computing and networking services, network administrators may inadvertently view user files or messages.

Policy on Disability Accommodation
The Chicago School complies with all laws and regulations regarding the access of disabled individuals to education and works to insure that no qualified student with a disability is denied the benefits of, or excluded from participation in, any School program or activity. Disabled students may request reasonable accommodations including but not limited to adaptations in the way specific course requirements are accomplished, the use of auxiliary equipment and support staff, and other modifications including testing procedures. This request must be accompanied by appropriate documentation that establishes that the student has a specific disability and that supports the accommodation(s) requested. The School reserves the right to select the specific aids and services it provides, as long as it deems they will be effective for the student and do not fundamentally alter the Program or academic standards. Such aids and services are determined on a case-by-case basis in consultation with the student who has identified the need for accommodation. Please see the Director of Student Services regarding requests for accommodation.

Statement on Final Grades
Some courses may use online course management software, such as ANGEL, as a key component in the course experience. Such software may record grades for individual assignments for both the instructor and the student, as well as tabulate a cumulative grade based on the grading criteria for the course. However, the only official source for final grades is the Student ePortal.

Appendix A
Graphic

5 generation stream of transmission