

COLORADO SCHOOL OF PROFESSIONAL PSYCHOLOGY
555 E Pikes Peak Avenue, #108
Colorado Springs, Colorado 80903-3612
(719) 442-0505

COURSE SYLLABUS

PSY 8350
Existential/Humanistic Psychology

CATALOG DESCRIPTION:

This course is a study of the Third Force in psychology with emphasis on the emergence of the Third Force movement, the works of Maslow, Frankl, Rogers, May, Yalom, and Bugental and their contribution to clinical practice.

RESTRICTIONS

None

COURSE OBJECTIVES:

- 1) Students will have a understanding of the historical and philosophical influences on the development of humanistic and existential theory.
- 2) Students will have a base understanding of the theoretical foundation and language of humanistic and existential theories.
- 3) Student will be able to identify the major similarities and differences of existential and humanistic thought.
- 4) Student will develop an understanding of humanistic and existential perspectives on psychopathology and diagnosis.
- 5) Students will develop an understanding of the applications and techniques of existential and humanistic theory.
- 6) Students will gain an understanding of diversity issues from humanistic and existential perspectives.
- 7) Student will be able to conceptualize a case from humanistic and existential perspectives.

REQUIRED TEXT:

Becker, E. (1973). *The denail of death*. New York: The Free Press. ISBN: 0-02-902380-7

Diamond, S. A. (1996). *Anger, madness, and the daimonic: The psychological genesis of violence, evil, and creativity*. Albany, NY: State University of New York Press. ISBN: 0-7914-3075

May, R. (1981). *Freedom and destiny*. New York: Norton & Company. ISBN: 0-393-31842-7

Students must choose 1 of the following 4 books. This should be one you have not previously read unless you've read all 4:

Gendlin, E. T. (1996). *Focusing-oriented psychotherapy: A manual of the experiential method*. New York: Guilford Press. ISBN: 1-57230-376-X

Rogers, C. R. (1951). *Client-centered therapy*. Boston, MA: Houghton Mifflin. ISBN0-395-05322-6

Rogers, C. R. (1965). *On becoming a person*. Boston, MA: Houghton Mifflin. ISBN: 0-395-75531-X

Rogers, C. R. (1980). *A way of being*. Boston, MA: Houghton Mifflin. ISBN: 0-395-75530-1

ESSENTIAL FACILITY

None

MAJOR UNITS OF STUDY

What are the core units of humanistic psychology?

What are the core unites of existential psychology

How are humanistic and existential psychology similar?

What are the major differences between humanistic & existential psychology?

What are the primary applications of existential/humanistic psychology?

How do existential/humanistic theories approach pathology and diagnosis?

How do existential/humanistic theories approaches diversity issues?

INSTRUCTIONAL STRATEGIES:

Lectures

Didactics

Videos

Student Presentations

Group Discussions

COURSE REQUIREMENTS:

- 1) **Participation:** All students will be expected to attend and participate in the class discussions. In addition to participation in class, students will be expected to make 3 original posts and 5 response posts on the classroom discussion board. Students will utilize appropriate and professional communication skills in class discussions, class activities, and communication with the instructor and peers regarding the class. This includes but is not limited to listening while others are talking, assertively stating your perspective in an appropriate manner, giving positive and negative feedback, disagreeing appropriately, and dealing with conflict in an appropriate manner.
- 2) **Reading/Lecture Journal:** Students are expected to read a minimum of 800 pages from the required reading for this class. Throughout the class students will keep a reading journal in which they will keep track of the pages they have read and reflect upon their readings.
- 3) **Presence Assignment:** Students will be expected to complete an assignment looking at their therapeutic/professional presence. As part of this assignment, they will interview a minimum of five people regarding their presence. At least two of the individuals must be familiar with the student in a professional/academic setting and at least two of the individuals must know the student outside of the professional/academic setting.
- 4) **Case Conceptualization:** Students will conceptualize one case from an existential/humanistic perspective. "Case" is defined in accordance with the individual student's career goal. This can be a clinical case conceptualization, a conceptualization of a group/organization, or other relevant professional issue. The case should be approved by the professor prior to beginning.

RECOMMENDED METHODS OF EVALUATION:

Students are expected to actively participate in class discussions and attend all classes.

Attendance & Participation	25%
Reading/Lecture Journal	25%
Presence Assignment	25%
Case Conceptualization	25%

CORE COMPETIENCES

1. Ethical and Professional-your appreciation for ethical issues associated with the practice of psychology as it relates to (course) and the clients with whom you work.
2. Logical and Critical Thinking-Your ability to think through logically the models and domains of (course name).

3. Oral and Written Communication-Your ability to use APA format and to present information clearly, logically, professionally, and in an interesting manner both in class presentations and in written papers.
4. Intellectual and Professional Curiosity-Your ability to show effort toward mastering the material and your interest in or curiosity about the subject of (course name/subject).
5. Interpersonal Relationships-Your ability to interact with others in a respectful and professional manner. Your ability to be responsible for your own thoughts, words and actions and to affirm in others what is healthy and positive.
6. Psychological Knowledge-Your ability to learn this material and integrate it with previously acquired knowledge and your own development.

POLICY ON LATE WRITTEN OR ORAL ASSIGNMENTS

If you have extenuating circumstances such as an illness or an accident on the way to class, call your professor at **719-442-0505** as soon as you know you will miss the class. Remember that Incompletes are for serious life circumstances and not for instances where time has not been planned properly to finish work when it is due. If a serious circumstance requires taking an Incomplete in the course, please review the Incomplete policy in the Student Handbook, talk to your advisor, and the Registrar, who will help you fill out the appropriate paper work.

Any lateness or absence from class should be reported as soon as you know you will be late or absent.

Syllabus Prepared By: Louis Hoffman, PhD 9/7/05

Last Revised By: Louis Hoffman, PhD 9/7/05