

University of the Rockies
Colorado School of Professional Psychology
555 E Pikes Peak Avenue, #108
Colorado Springs, Colorado 80903

COURSE SYLLABUS

PSYCHOLOGY 5500 History and Systems of Psychology

Catalog Description

This course introduces students to the theoretical systems, methods of inquiry, and terminologies associated with the history of psychology. The course is grounded in a broad historical understanding that builds a framework for understanding the contemporary field of psychology. The focus is on the major systems of Associationism, Structuralism, Functionalism, Behaviorism, Gestalt, Psychodynamic, and Existential/Humanistic.

Required Text

Leahey, T.H. (2003). *A history of psychology: Main currents in psychological thought* (6th ed.). Englewood Cliffs, NJ: Prentice Hall. ISBN: 0131114476

Anderson, W.T. (ed.). (1995). *The truth about the truth: De-confusing and re constructing the postmodern world*. New York: Jeremy T. Tarcher/Putnam. ISBN: 0874778018

Students will be required to read and complete a reaction paper to 1 of the following 2 books:

Guthrie, R.V. (2004) *Even the rat was white: A historical view of psychology* (2nd ed.). Boston, MA: Pearson. ISBN 0205392644

Scarborough, E. & Furumoto, L. (1989). *Untold lives: The first generation of American women psychologists*. New York: Columbia University Press. ISBN: 0231051557.

Restrictions: None

Course Learning Outcomes

- 1) Student will be introduced to the historical, philosophical, and empirical foundations of the field of psychology and its applications.
- 2) Students will become familiar with the major tenets of premodernism, modernism, and postmodernism as they apply to the field of psychology.
- 3) Student will be taught how history has helped to shape important contemporary psychological theories and issues.
- 4) Students will become aware of the relevance of issues of diversity as they are related to history of psychology. Particular emphasis will be placed on how diversity issues have been handled historically and how people from diverse backgrounds have struggled in gaining influence in the field of psychology.
- 5) Students will be taught how to improve their ability to deconstruct psychological theories in order to determine their foundational philosophical assumptions and values.
- 6) Students will be taught to develop critical comparative psychology skills in order to determine important similarities and differences in the various approaches to the field of psychology.

Clinical Proficiencies

- 2.0 Assessment
 - 2.1 General Assessment Skills
- 3.0 Intervention Skills
 - 3.4 Intervention Skills
- 4.0 Research & Evaluation
 - 4.4 Evaluating Research & Professional Literature
- 5.0 Diversity
 - 5.1 Sensitivity to Diversity
 - 5.2 Multicultural Awareness
 - 5.3 Sexual & Gender Awareness
 - 5.4 Awareness of Other Forms of Diversity

Major Study Units

- Why study history?
- Why study philosophy?
- Premodernism, Modernism, and Postmodernism
- Early Philosophy
- The Origins of Psychology
- Associationism, Structuralism, and Functionalism
- Psychology as Art versus Psychology as Science
- The Four “Forces” of Psychology
- Issues in Contemporary Psychology

Instructional Strategies

- Lectures
- Didactics
- Videos
- Student Presentations
- Group Discussions

Course Requirements

All papers will be written in accordance with the Publication Manual (5th ed.) of the American Psychological Association. The quality of writing skills and usage of correct APA style will be considered in all written assignments.

- 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) **Group Project:** Student will complete a group project and presentation relevant to the history of psychology to be presented to the class. This project will be a critical overview of a portion of the text book and the related theory which will include an examination of the underlying philosophy and values of a psychological theory.
- 3) **Diversity Assignment:** Students will post a reaction to the diversity book they read for the class (*Even the Rat was White* or *Untold Lives*) in the course community on Scholar 360. This will count as part of the class participation in the grading.
- 4) **Epistemology Position Paper:** Students will write a 8-15 page position paper delineating their stance on the premodernism v. modernism v. postmodernism debate.
- 5) **Scholarly Paper.** Students will write a 6-8 page scholarly paper. The paper should address 1) an issue with contemporary relevance while addressing the historical significance or 2) critically compare two psychological orientations. Students are encouraged to find a topic relevant to the current interests.

Methods of Evaluation

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

Attendance & Participation	20%
Group Presentation	15%
Diversity Assignment	15%
Epistemology Position Paper	25%
Scholarly Paper	25%

Institutional Outcomes of University of the Rockies

1. ETHICS – Acts in an ethical, legal, and professional manner according to the current codes of ethics in the respective disciplines.
2. CRITICAL THINKING SKILLS – Demonstrates the ability to use critical thinking skills.
3. COMMUNICATION – Communicates effectively in written form and oral presentation.
4. EMOTIONAL INTELLIGENCE – Exhibits emotional intelligence.
5. LIFELONG LEARNING – Engages in the practice of lifelong learning.
6. DIVERSITY – Supports diversity and multi-cultural issues and recognizes their impact.

Program Learning Outcomes – Psy D, Organizational Leadership Specialization

1. Evaluates and applies psychological research in organizations
2. Evaluates the impact of social and cultural diversity in organizations and formulates assessment plans and strategies
3. Assesses human behavior, both normal and abnormal, and facilitates appropriate growth and change
4. Evaluates concepts and formulates plan(s) essential to ethical practice in organization
5. Assesses, plans and executes appropriate interventions in complex organizational systems
6. Demonstrates leadership skills appropriate for a variety of settings and complexities

Program Learning Outcomes – PsyD, Clinical Specialization

1. Evaluates concepts and formulates plan(s) essential to ethical practice in clinical settings
2. Assesses, plans and executes appropriate change interventions in complex clinical situations

3. Evaluates and applies psychological research in clinical practice and communicates this knowledge effectively and professionally
4. Evaluates and modifies one's own decisions and behaviors as they affect relationships with clients and colleagues
5. Relates prior knowledge in clinical domains to current clinical situations
6. Evaluates the impact of social and cultural diversity in clinical practice and formulates assessment plans and strategies

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 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

INCOMPLETE POLICY:

An incomplete (**I**) is a temporary grade given for incomplete work in a specific course and must be granted by the professor teaching the course. An **Incomplete** will not be granted for reasons of poor academic performance or failure to use efficiently the time allotted to a course. Rather, it may be given when a student is unable to complete the requirements because of extenuating circumstances. **Incomplete Forms** are available from the Registrar's office and must be completed by the professor, and the student, and include the student's plan of completion. This form must be completed prior to the end of the term in which the student is currently enrolled. The grade of **I** must be removed by the end of the term following the receipt of the **I**. Failure to remove the **I** prior to the end of the next term automatically results in an **Unsatisfactory (U)** on the student's transcript. Upon completion of the course requirements, the **I** may be replaced by the earned grade on the transcript. Two concurrent **Incompletes** automatically place a student on academic probation. Military service and other unavoidable circumstances are taken into consideration by members of the administration.

STUDENT ACCOMMODATION PLANS:

To comply with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, as amended, and with other applicable laws, UoR will provide reasonable accommodations to complete requirements.

Prior to the beginning of the course, students with needs for accommodation should make those needs known by completing an accommodation form, which is submitted to the Dean of Students. Students will receive a signed copy of the accommodation plan. Students are then responsible for providing instructors with a copy of the accommodation plan prior to the beginning of the course if they desire to receive accommodations in that course. If they do not provide a copy of the plan to the instructor prior to the first class, this may limit the instructor's ability to comply with the request. The school is not responsible for providing accommodations if they are not presented to the instructor prior to the course.

Rev. 1/14/07

CLASS CANCELLATION AND SCHOOL CLOSURE POLICY:

There are times when it is prudent to close the school because of hazardous weather or other safety related situations. In most cases, UoR will close if the evening programs of Colorado Technical University (CTU) and/or the University of Colorado at Colorado Springs (UCCS) have announced on television and radio that they have closed.

The President, Vice Presidents, and or any Dean can also make a decision to adjust normal operation procedures or close the School or the Switzer Community Counseling Center under adverse situations. If there is a question, the student may call the school. Students who drive in from any distance are cautioned to put their safety and the safety of others first. It is the student's responsibility to notify the instructor when weather prevents attendance.

MAINTAINING A COPY OF THE COURSE SYLLABI:

Students should be aware that they may need a copy of course syllabi when applying for licensure and other future academic or professional circumstances. Students are responsible for maintaining an electronic and/or hard copy of the course syllabus for each course they take.

Last Revised By: Louis Hoffman, PhD 9/13/06

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COURSE OUTLINE

PSYCHOLOGY 5500
History and Systems of Psychology

Course Schedule:

Unit 1

Topic: Course Introduction
Introductions to Terminology
Overview of Major Paradigms/Systems

Readings: Leahey – Preface, Chapter 1
Anderson – Introduction, Chapters 1-3
<http://www.postmodernpsychology.com/> (begin reading)

Unit 2

Topic: The Beginnings of Philosophy & Ancient Greek Philosophy
Premodern Approaches to Knowledge & Truth
The Origins of Western Thought & Dualism

Readings: Leahey – Chapter 2
Anderson – Chapters 4-9

Unit 3

Topic: Medieval Philosophy & Psychology
Deconstructing Premodernism/Transitioning to Modernism

Readings: Leahey – Chapter 3
Anderson – Chapters 10-14

Unit 4

Topic: The Scientific Revolution & Enlightenment
Foundations of Modernism & Modernism's Approaches to Truth
Defining Science
Romanticism & Early Existentialism

Readings: Leahey – Chapterw 4-5
Anderson – Chapters 15-19

Unit 5

Topic: The Beginnings of Psychology
Studying Consciousness
German Holism
Philosophy & Understanding Personality

Readings: Leahey – Chapters 6-7
Anderson – Chapters 20-22

Unit 6

Topic: Diversity & the Study of Individual Differences
Critical Psychology & Radical Psychology in Historical Context
Formation & Evolution of Psychoanalytic/Psychodynamic Theory
Approaches to Evolution & Psychology

Readings: Leahey – Chapters 8-9
Anderson – Chapters 23-26

Unit 7

Topic: Functionalism & Naturalism
The Rise & Fall of Behaviorism
Perspectives on Madness, Diagnosis, & Treatment
The Limits of Modernism & Deconstruction

Readings: Leahey – Chapters 10-11
Anderson – Chapters 27-29

Unit 8

Topic: Cognitive Science, Applied Psychology, & the Lingering
Influence of Modernism
The Rise of Postmodernism & the New Sciences/Philosophies:
Quantum Physics, Chaos Theory, Process Thought,
Constructivism, & Postmodernism
Contemporary Existentialism & Humanistic Psychology

Readings: Leahey – Chapters 12-13
Anderson – Chapters 30-33
Article: Multiple Selves in Postmodern Theory: An Existential
Integrative Critique (available online through the course web page)

Unit 9

Topic: Transpersonal Psychology & the New Spiritual Revolution
Contemporary Issues in Psychology
The Future of Psychology, Foreshadowing, & the Arts
Course Wrap Up

Readings: Leahey – Chapter 14
Anderson – Epilogue

Assignment Due Dates:

Diversity Assignment:	Post should be made by Week 5, Friday, 5:00 PM
Group Project:	TBD in class
Scholarly Paper:	Week 6, Friday, 5:00 PM
Epistemology Paper:	Week 9, Friday, 5:00 PM
Participation:	Participation on Scholar 360 is open until Week 9, Friday, 5:00 PM

Additional Course Information:

Additional required & recommended course information is on the teaching web site at:

www.louis-hoffman-virtualclassroom.com

- and -

www.postmodernpsychology.com

Students are also required to utilize Scholar 360 in this class. Student should check the classroom community at least once per Week and will be required participating in the online discussion. If, for any reason, you are unable to access the Course Management System, please discuss this with the professor on the first night

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Anderson – Chapters 10-14

Unit 4

Topic: The Scientific Revolution & Enlightenment
Foundations of Modernism & Modernism's Approaches to Truth
Defining Science
Romanticism & Early Existentialism

Readings: Leahey – Chapterw 4-5
Anderson – Chapters 15-19

Unit 5

Topic: The Beginnings of Psychology
Studying Consciousness
German Holism
Philosophy & Understanding Personality

Readings: Leahey – Chapters 6-7