

CPSE 702 - Phil/Thry Coun Psy

Fall 2015

Section 001: 343 MCKB on W from 12:30 pm - 2:50 pm

Instructor/TA Info

Instructor Information

Name: Aaron Jackson

Office Location: 340J MCKB

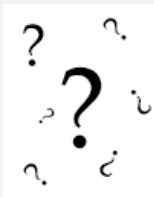
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Course Information

Materials

Item	Price (new)	Price (used)
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	TURNING FREUD UPSIDE DOWN - POD <i>Required</i> by JACKSON, A	16.95	12.75
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Learning Outcomes

Philosophical constructs

Strengthen understanding of philosophical constructs and their application to counseling psychology.

Integrated philosophy of science and practice

Develop an integrated philosophy of science and practice.

History/philosophy

Become familiar with the history and philosophy of counseling psychology.

Metatheoretical approach

Learn and apply a metatheoretical approach to critically analyzing theories of personality and treatment.

Personal bias implications

Understand the implications of one's philosophy and theory for multicultural issues in counseling.

Scholarly writing skills

Improve scholarly writing skills.

Academic presentation skills

Improve academic presentation skills.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Assignments

Assignment Descriptions

I Haven't a Clue Paper

Due: Wednesday, Sep 09 at 12:30 pm

Write a brief paper defining a philosophical term with which you are unfamiliar. Cite your source(s). Describe how the construct might be applied in counseling psychology.

Philosophy Book Presentation

Due: Wednesday, Sep 30 at 12:30 pm

Read one of the philosophical works on the optional readings list and prepare a presentation for the class on the key points in the book and their implications for counseling psychology. Write a summary of key concepts and distribute it to the class prior to your presentation. The presentation will be graded for content, effectiveness, and style. You will also be graded on whether or not you read the entire book.

Below are some suggested books. You may also propose an alternative.

The triumph of the therapeutic, (1966) Phillip Rieff

The great psychotherapy debate, (2015) Bruce Wampold

I and thou, (1958) Martin Buber

Beyond freedom and dignity, (1971) B.F. Skinner

Otherwise than being, (1998) Immanuel Levinas

Cosmopolitanism: Ethics in a world of strangers, (2007) K. A. Appiah

Psychology for the other, (2002) Gantt & William (out of print)

Witnessing: Beyond recognition, (2001) Kelly Oliver

Critical thinking about psychology, (2004) Slife, Reber, & Richardson

Truth and method, (2004) Hans-Georg Gadamer

Psychology and the question of agency, (2003) Martin, Sugarman, & Thompson

Ethics and values in psychotherapy, (1999) A.C. Tjeltveit

Toward a philosophy of the act, (1993) Mikhail Bakhtin

Constructing the self, constructing America, (1996) Philip Cushman

Re-envisioning psychology, (1999) Richardson, Fowers, & Guignon

Relational Being, (2011) Kenneth Gergen

Virtue and Psychology, (2005) Blaine Fowers

Midterm Exam

Due: Wednesday, Oct 28 at 11:59 pm

The test will include both multiple choice and short essay questions taken from the readings, discussions, and presentations.

Theory Discussion

Due: Wednesday, Nov 04 at 11:59 pm

Lead a discussion of a theorist of your choice. Use the Levels of Explanation model as a metatheory to discuss the theory. Read at least one original work by the theorist and prepare a summary of key concepts and quotes for the rest of the class. If available, you might include a video demonstration of counseling according to the theory. Distribute the summary readings prior to the day you lead the discussion. The discussion should include (1) the basic tenets of the theory, (2) the philosophical assumptions of the theory—both personality theory and treatment theory, and (3) an analysis of the degree to which the theory is compatible with Christian and other theistic philosophies. The presentation will be graded for content, effectiveness, and style. You will also be graded on whether or not you read the entire book.

Professional Program Proposal

Due: Wednesday, Dec 09 at 11:59 pm

Work with your research team or on your own to author or co-author a proposal for the APA Convention or some other professional meeting. Turn in a copy of the proposal and the cover sheet.

Integration Paper

Due: Wednesday, Dec 09 at 11:59 pm

Write a final paper that addresses one of the following questions—(1) What do you see as one of the key philosophical/theoretical issues facing counseling psychologists today and what needs to be done to address the issue?, or (2) How have you integrated your professional philosophy with your theology? Illustrate this integration through an axiological analysis of both. Papers should be written with meticulous attention to APA style.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character.

"President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education

where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent

or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Column 1	Column 2	Presentations	Assignments	Readings
W Sep 02 Wednesday			Introductions; Syllabus; Levels; Axiology		
W Sep 09 Wednesday			Philosophical Idols; Law		Slife (1999); Mintz, et al. (2009) Fischer, Yanchar & Smith (2005)
W Sep 16 Wednesday			Truth, Pain		Richards; Slife &

		Reber (2005) Gleave; Gantt (2005)
W Sep 23 Wednesday	Agency	Judd; Williams (2005) Williams (1992)
W Sep 30 Wednesday	Philosophy Book Presentations	
W Oct 07 Wednesday	Philosophy Book Presentations	
W Oct 14 Wednesday	Philosophy Book Presentation	
W Oct 21 Wednesday	Philosophy Book Presentation	
W Oct 28 Wednesday	Philosophy Book Presentation	
W Nov 04 Wednesday	Theory Discussion	
W Nov 11 Wednesday	Theory Discussion	

W Nov 18 Wednesday		Theory Discussion	Integration Paper--1st Draft Due
T Nov 24 Tuesday	Friday Instruction		
W Nov 25 Wednesday	No Classes		
W Dec 02 Wednesday		Theory Discussion	
W Dec 09 Wednesday		Tying Up Loose Ends	Morrow (2000)
Th Dec 10 Thursday	Last Day of Fall Semester (08/31/2015 - 12/10/2015)		
F Dec 11 Friday	First Day of Fall Exam Preparation (12/11/2015 - 12/12/2015)		
M Dec 14 Monday	First Day of Fall Final Exams		

(12/14/2015

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12/18/2015)

T Dec 15 Final Exam:
Tuesday 343 MCKB
 2:30pm -
 5:30pm

W Dec 16
Wednesday