HISTORY & SYSTEMS

OF PERSONALITY & PSYCHOTHERAPY (PSYC 830)

**SPRING 2020**

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Office Hours: By appointment or Fridays from 2:15-3:15.

Class Time & Location: Thursdays 1-3:40 Room 1035 DKH

**Course Description**

This course provides an overview of the history of the field of psychology, particularly as it relates to current practice in clinical psychology. Through lecture, readings, and student research and presentations, we will review the history of major theories of personality and psychotherapy, the contributions of major figures and theories in the field, and applications to clinical work.

# **Goals**

In this course, students will:

* Gain a broad understanding of the history of the subject matter and field of psychology
* Use this understanding as context for critical thought about current trends in the field
* Gain an understanding of major schools of thought (re personality and psychotherapy) in psychology
* Glean specific concepts from these schools of thought useful for clinical work
* Practice applying various theories to their own clinical work (case conceptualization)
* Increase flexibility in applying multiple theories to clinical work

**Requirements:**

***Participation* *(10%).*** Your attendance and engagement in class is required, and will be evaluated through your participation during class time. Your participation should be both active and informed (by course readings).

***Discussion Questions/Position Paper (15%).*** The first three weeks of class, students will identify a link between the readings and a current issue in psychology. Students will write a short summary of that link and one question designed to provoke thought and discussion (no more than 1 page total). The summary should bring in points from more than one reading (even if it is pulling from a prior week), and can also integrate material from other classes or personal experience. Student will e-mail their summary and question to the instructor by **Wednesday at 4:00 PM** so that they may be incorporated into class. The position paper (details to be distributed through Blackboard) will be assigned in connection with the class on empirically-based treatment. For discussion questions, the position paper, and useful concepts (below), the instructor will use the following grading system: check plus (100%), check (90%), check minus (80%), etc.

***Useful Concepts (15%).*** For the theory weeks (beginning 3/2), students will choose **two** concepts from the readings and write a short description of how they are useful in understanding a specific client (from your own work or from case material). The concept should be related to a particular problem the client struggles with, and should help to **explain** the development and maintenance of this problem. The goal is for you to read actively, thinking about how these ideas can be useful for clinical work.Students will e-mail these descriptions to the instructor by **Wednesday 4:00 PM.**

***Contributors to psychology in historical context (30%):***By February 16 each student will choose a person or school of therapy he/she is interested in learning more about. You will give a one-hour presentation on their topic. Dates for presentations will be set once topics are chosen. In either case, students will: (1) Overview this person/theory’s contributions to the field of psychology; (2) describe the historical context of the person or theory (What pre-existing schools of thought influenced their ideas? What in their life or the relevant time in history influenced their ideas?); (3) using (real or fictional) case examples, describe the ideas attributed to this person or theory that are most useful for clinical work. In addition to relevant articles or chapters, students should read at least one book in their research. More detail and evaluation criteria are posted on Blackboard.

Alternative Assignment: Students may choose to present on the history of their research instead of a person or school of therapy. Students should identify a research question, and then present the following to the class. 1. An overview of the current methods used by the lab to answer this research question, and why it was developed. 2. Trace the history of your research question back as far as you can, identifying which developments in theory and/or methods prompted the next stage of your research. 3. Identify the cultural context in which these ideas developed.

***Case conceptualization (30%):*** Students will choose a case history from one of the case studies available from early editions of Journal of Abnormal Psychology (Instructor will provide a range of options for this). Students should describe the client’s presenting problems, symptoms, family history, developmental history, and demographic information. Students should then describe the ideal assessment battery for this client. Next, provide a conceptualization for the case based in the conceptualization presented in the paper (most likely psychodynamic or psychoanalytic). Finally, describe your ideal conceptualization and treatment plan for this case, incorporating as many orientations as you would like. For the presentation, be prepared to discuss your paper in class. Details and evaluation criteria are posted on Blackboard.

Grading:

I will calculate your final grade on your point total as follows:

93-100 = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C; 70-72=C-; 65-69 = D; below 65 = F.

Honor code:

The Honor Code of George Mason University deals specifically with cheating and attempted cheating, plagiarism, lying, and stealing. Students should be familiar with the code and connected policies, set out at http://www.gmu.edu/catalog/apolicies. This course will be conducted in accordance with those policies.

Accommodations for students with disabilities:

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All accommodations must be arranged through that office, and must be initiated immediately, prior to any anticipated need.

# Official Communications via GMU E-mail:

# Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices form the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account, and are required to activate that account and check it regularly.

# Required Texts:

Didactic material from power point slides is taken from *A History of Modern Psychology, 3rd Edition,* by C. James Goodwin

<https://www.amazon.com/History-Modern-Psychology-James-Goodwin/dp/1118833759>

# \*\*Ingram, Barbara L. (2011). *Clinical case formulations: Matching the integrative treatment plan to the client* (2nd ed)*.* Hoboken, NJ: John Wiley & Sons, Inc.

\*\*I recommend you buy this book, but in order to use it for this class, you are only required to read the preface and chapters 1 and 11.

# Course Outline

**1/23 – Introduction**

**1/30 – Philosophical underpinnings (submit dq) (slides or book chapter)**

*Skim Ingram readings*

Heidbreder, E. (1933). *Seven psychologies.* Meredith Press: New York. Chapter 2: Prescientific psychology, pp. 18-70.

**2/6 Early “scientific” psychology (submit dq) (slides or book chapter)**

Haque, A. (2004). Psychology from Islamic perspective: Contributions of early Muslim scholars and challenges to contemporary Muslim psychologists. *Journal of Religion and Health*, *43*(4), 357-377.

Cronbach, L. J. (1975). Beyond the two disciplines of scientific psychology. *American psychologist*, *30*(2), 116.

**2/13 History of clinical psychology & current landscape (submit dq) (slides or book chapter)**

Benjamin Jr, L. T. (2005). A history of clinical psychology as a profession in America (and a glimpse at its future). *Annual Review of Clinical Psychology, 1,* 1-30.

Benjamin, L.T. Jr. & Baker, D.B. (2004). *From séance to science: A history of the profession of psychology in America.* Belmont, CA: Wadsworth. (p. 1-26)

Levenson, R. W. (2017). Clinical Psychology Training: Accreditation and Beyond. *Annual Review of Clinical Psychology, 13*, 1-22.

**2/20 Current landscape (ctd) – evidence-based practice (submit position paper)**

Beutler, L.E. & Forrester, L.E. (2014). What needs to change: Moving from “research informed” practice to “empirically effective” practice. *Journal of Psychotherapy Integration, 24*(3), 168-177.

Curry, J. F. (2009). Research Psychotherapy: Aspirin or Music? *Clinical Psychology: Science and Practice*, *16*(3), 318-322.

Norcross, J.C., Beutler, L.E. & Levant, R.F. (2006). *Evidence-based practices in mental health: Debate and dialogue on the fundamental questions.* Washington, DC: APA. Prologue

Rousseau, D. M., & Gunia, B. C. (2016). Evidence-based practice: The psychology of EBP implementation. *Annual Review of Psychology*, *67*, 667-692.

Listen to episode 241 of This American Life: *81 Words*.

**2/27 Behaviorism, cognitive psychology (submit concepts)**

# Ingram, Barbara L. (2011). *Clinical case formulations: Matching the integrative treatment plan to the client* (2nd ed)*.* Hoboken, NJ: John Wiley & Sons, Inc. (preface, ch 1, ch 11)

Skinner, B. F. (1975). The steep and thorny way to a science of behavior. *American Psychologist, 30*, 42-49

**3/5 The “third wave” – mindfulness-based approaches (submit concepts)**

Briere, J. & Scott, C. (2012). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment, 2nd edition*. Thousand Oaks, CA: Sage. (Ch.10: Mindfulness in trauma treatment)

Luoma, J.B., Hayes, S.C. & Walser, R.D. (2007). *Learning ACT: An acceptance and commitment therapy skills-training manual for therapists.* Oakland, CA: New Harbinger Publications. (Chapter 1)

Gu, J., Strauss, C., Bond, R., & Cavanagh, K. (2015). How do mindfulness-based cognitive therapy and mindfulness-based stress reduction improve mental health and wellbeing? A systematic review and meta-analysis of mediation studies. *Clinical psychology review*, *37*, 1-12.

***3/12 – SPRING BREAK***

**3/19 Psychodynamic theories 1 (submit concepts) ()**

Hergenhahn pp. 491-515

Freud, S. (1933/1965) Lecture XXXI: The dissection of the psychical personality. In D.C. Funder & D.J. Ozer (Eds.) *Pieces of the personality puzzle: Readings in theory and research* (3rd ed.). New York, NY: W.W. Norton & Co. (hereafter Funder and Ozer)

Westen, D. (1998). The scientific legacy of Sigmund Freud: Toward a psychodynamically informed psychological science. *Psychological Bulletin, 124*, 333-371.

**3/26 Psychodynamic theories 2 (submit concepts)**

Stadter, M. (1996). *Object relations brief therapy: The therapeutic relationship in short-term work.* Northvale, NJ: Jason Aronson. (Chapter 3)

Baker, H. & Baker, M. (1987). Heinz Kohut's Self Psychology: An Overview.  *American Journal of Psychiatry*, 144 (1), 1-8.

Levenson, H., & Strupp, H.H. (2007). Cyclical maladaptive patterns: Case formulation in time- limited dynamic psychotherapy. In T.D. Eells (Ed.), *Handbook of Psychotherapy Case Formulation*, New York: Guilford, pp. 164-197.

Shedler, J. (2010). The efficacy of psychodynamic psychotherapy. *American Psychologist, 65*(2), 98-109*.*

**4/2 Humanistic theory (submit concepts)**

Diener, E. (2009). Positive psychology: Past, present, and future. In S. Lopez & C. Snyder (Eds.), *Oxford Handbook of Positive Psychology* (pp. 7-11). New York: Oxford.

Rogers, C.R. (1961). *On becoming a person.* New York: Houghton Mifflin Company. Chapters 6 and 8.

\*\*Watch before class: Time-Limited Dynamic Therapy with Hanna Levenson (Johnson Center Library). Persistent link: <http://magik.gmu.edu/cgi-bin/Pwebrecon.cgi?BBID=1297327>.

**4/09 Existential theory (submit concepts)**

Sartre, J.P. (1965). The humanism of existentialism. In Funder & Ozer.

Yalom, I.D. (1980). *Existential psychotherapy*. Basic Books. pp. 3-26.

**4/16 Personality Review**

Vukasović, T., & Bratko, D. (2015). Heritability of personality: a meta-analysis of behavior genetic studies. *Psychological bulletin*, *141*(4), 769.

Mischel, W., & Peake, P. K. (1982). Beyond déjà vu in the search for cross-situational consistency. *Psychological review*, *89*(6), 730.

Diener, E., & Larsen, R. J. (1984). Temporal stability and cross-situational consistency of affective, behavioral, and cognitive responses. *Journal of personality and social psychology*, *47*(4), 871.

Tackett, J. L., Herzhoff, K., Kushner, S. C., & Rule, N. (2016). Thin slices of child personality: Perceptual, situational, and behavioral contributions. *Journal of Personality and Social Psychology*, *110*(1), 150.

Mõttus, R., Kandler, C., Bleidorn, W., Riemann, R., & McCrae, R. R. (2017). Personality traits below facets: The consensual validity, longitudinal stability, heritability, and utility of personality nuances. *Journal of Personality and Social Psychology*, *112*(3), 474.

**4/23 *Case Conceptualizations***

**4/30 *Case Conceptualizations***