
CLINICAL THEORIES in Fall 2018 (PY2044)

Course Code	PY2044	Professor(s)	Maria Medved
Prerequisites	None	Office Number	PV203
Class Schedule	W: 13:45-16:40 in PV-1	Office Hours	Wednesdays 4:45-5:45
Credits	4	Email	mmedved@aup.edu
Semester	Fall 2018	Office Tel. Ext.	01 40 62 08 29

Course Description

Why do psychologists do what they do in psychotherapy? Most of them draw on certain concepts and theories of what it is to be a human being. Such concepts guide the therapeutic relationship, the kinds of therapeutic goals that are set, and how therapists intervene to meet these goals. This course covers a broad range of psychotherapeutic theories including but not limited to cognitive, behavioural and humanistic-existential approaches. Particular emphasis will be placed on the processes that cut across different therapies, historical understandings of psychological treatment, and clinical approaches in different cultures. Lectures, readings, case studies, class discussions, and experiential class exercises will be used to facilitate the exploration of the theories and techniques of major approaches to psychotherapy.

Course Learning Outcomes

Grasp historical continuities and discontinuities in the understanding and treatment of psychological problems.

Understand the theories and social movements underlying institutionalization and deinstitutionalization.

Identify common processes or “factors” across therapies that are deemed psychotherapeutic.

Appreciate how cultural worldviews inform ideas about how to understand and help individuals dealing psychological challenges.

Learn basic terminology and concepts for the major psychotherapeutic approaches we cover (cognitive, behavioural, etc.).

General Education

[PLEASE EDIT OR REMOVE THE FOLLOWING TEXT AS APPLICABLE]

The general education program at AUP consists of four requirements: Speaking the World, Modeling the World, Mapping the World, and Comparing Worlds Past and Present.

This course can be used to fulfill the [INDICATE THE REQUIREMENT(S) FULFILLED BY THE COURSE] requirement and as such has the following learning outcomes:

[INDICATE THE GENERAL EDUCATION LEARNING OUTCOMES]

Course Outline

CLASS SCHEDULE (subject to change depending on class interest):

Note: For some weeks, you can choose the article you want to read (e.g., 1 out 3)

Week I -Wednesday September 12

TOPICS: Introduction and Overview

Week II - Wednesday September 19th

TOPICS: Past to Present: From Trepanning, Moral Hygiene, Lobotomies to Therapy

READINGS

Foerschner, A. M. (2010). "The History of Mental Illness: From Skull Drills to Happy Pills." *Inquiries Journal*, 2(09). Retrieved from

<http://www.inquiriesjournal.com/a?id=283>

Smith, M. (2015). The healing waters: The long history to use water to cure madness. *Psychology Today*, 9 Oct 2015.

Wer, K. (2011). The exercise effect. *APA Monitor*, 42(11), 48.

Yalom, I. (2012). *Love's Executioner*. NY: Basic Books. (Chapter I)

Week III – Wednesday September 26rd

TOPICS – Behaviour Therapy

READINGS

Kottler, J., & Montgomery, M. (2011). Behaviour therapy. *Theories of Counseling and Therapy: An Experiential approach*. Thousand Oaks, Sage.

Yalom, I. (2012). *Love's Executioner*. NY: Basic Books. (Chapter II)

Week IV – Wednesday October 3th

TOPICS: Clinical Approaches Across Cultures I

READINGS

Pinto, S. (2016). "The Tools of Your Chants and Spells": Stories of Madwomen and Indian Practical Healing, *Medical Anthropology*, 35(3), 263-277, DOI:10.1080/01459740.2015.1081902

Somer, E. (2000). Stambali: Dissociative possession and trance in Tunisian Healing Dance. *Transcultural Psychiatry*, 37(4), 580-600.

Rowan, K. & Dwyer, K. (2015). Demonic possession and deliverance in the diaspora:

phenomenological descriptions from Pentecostal deliverers, *Mental Health, Religion & Culture*, 18(6), 440-455, DOI: 10.1080/13674676.2015.1077211

Yalom, I. (2012). *Love's Executioner*. NY: Basic Books. (Chapter III)

Week V – Wednesday October 10

TOPIC: Trauma I - Guest Speaker

Week VI – Wednesday October 17th

TOPICS: (De)Institutionalization I: From Asylums, In-Patient Wards to Prisons

Film: One Flew Over the Cuckoo's Nest

Supplemental:

Goffman, E. (1961). Characteristics of total institutions. *Asylums: Essays on the Social Situation of Mental Patients and Other Inmates*. NY: Anchor Books.

Foucault, M. (1964). The Great Confinement. *Madness and Civilization: A History of Insanity in the Age of Reason* (pp. 38-64). NY: Vintage Books.

Week VII – Wednesday October 24rd

TOPICS: (De)Institutionalization II: From Asylums, In-Patient Wards to Prisons

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Belcher, J. & Toomey, B. (1988). Relationship between deinstitutionalization model, psychiatric disability and homelessness. *Health and Social Work, 13*(2), 145-153.

Huxtern, M. (2013). Prisons: the psychiatric institution of last resort? *Journal of Psychiatric and Mental Health Nursing, 20*, 735–743.

Chow, W. & Priebe, S. (2013). Understanding psychiatric institutionalization: a conceptual review. *BMC Psychiatry, 13*,169. <http://www.biomedcentral.com/1471-244X/13/169>

Yalom, I. (2012). *Love's Executioner*. NY: Basic Books. (Chapter IV)

Wednesday October 31th – Fall Break (no class)

Week VIII – Wednesday November 7nd

TOPICS: Cognitive Therapy

READINGS

Kottler, J., & Montgomery, M. (2011). Cognitive therapy. *Theories of Counseling and Therapy: An Experiential approach*. Thousand Oaks, Sage.

Yalom, I. (2012). *Love's Executioner*. NY: Basic Books. (Chapter V)

Week IX – Wednesday November 14th

TOPICS – Emotion Focused Therapy

READINGS

Greenberg, L., McWilliams, N., & Wenzel, A. (2014). Emotion Focused Therapy. *Exploring Three Approaches to Psychotherapy*. Washington: APA.

Yalom, I. (2012). *Love's Executioner*. NY: Basic Books. (Chapter VI)

Week X – Wednesday November 21th

TOPICS – Psychoanalytic Therapy

READINGS

Greenberg, L., McWilliams, N., & Wenzel, A. (2014). Psychoanalytic Therapy. *Exploring Three Approaches to Psychotherapy*. Washington: APA.

Yalom, I. (2012). *Love's Executioner*. NY: Basic Books. (Chapter VII)

Week XI – Wednesday November 28th

TOPICS: Clinical Approaches Across Cultures II

Mercer, J. (2013). Deliverance, demonic possession, and mental illness: Some considerations for professionals. *Mental Health, Religion & Culture*, 16(6), 595-611, DOI: 10.1080/13674676.2012.706272

Gone, J. (2013). Redressing First Nations historical trauma: Theorizing mechanisms for indigenous culture as mental health treatment. *Transcultural Psychiatry* 50(5,) 683–706.

Keshavarzi, H. & Haque, A. (2013) Outlining a psychotherapy model for enhancing Muslim mental health within an Islamic context. *The International Journal for the Psychology of Religion*, 23(3), 230-249. DOI: 10.1080/10508619.2012.712000

Yalom, I. (2012). *Love's Executioner*. NY: Basic Books. (Chapter VIII)

Week XII – Wednesday December 5th

TOPICS: Trauma II

Robjant, K. & Fazel, M. (2012). The emerging evidence for Narrative Exposure Therapy: A review. *Clinical Psychology Review*, 30, 1030-1039.

Shapiro, F. (2017). *Eye Movement Desensitization and Reprocessing (EMDR) Therapy* (chapter 1) Third Edition. Ny, NY: Guilford Publications.

Yalom, I. (2012). *Love's Executioner*. NY: Basic Books. (Chapter IX)

Week XIII – Wednesday December 12th

TOPICS: What is Healing? Of Common “Factors” and Dodo Birds

READINGS

Mommaerts, J-L. & Devroey, D. (2013). From “does it work” to “what is it?”: Implications for Voodoo, pop-psychology, regular, and alternative medicine. *Perspectives in Biology and Medicine*, 56(2), 274-288.

Wampold, B. (2015). How important are the common factors in psychotherapy? An update. *World Psychiatry*, 14, 270-277.

Kets de Vries, M. (2016). The shaman, the therapist, and the coach. *Organizational and Social Dynamics*, 16(1), 1-18.

Yalom, I. (2012). *Love’s Executioner*. NY: Basic Books. (Chapter X)

Textbooks

Title	Author	Publisher	ISBN	Required
Love's Executioner	Irvin Yalom	Basic Books	9780465020119	Yes

Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student’s responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students’ participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the

department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an “F” for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

Presentation	20%
Reflection Presentation	10%
Final Paper	35%
Participation	20%
Thought Paper	10%
Quiz (2 x 2.5)	5%

Other
