
CLINICAL THEORIES in Spring 2021 (PY2044)

Course Code	PY2044	Professor(s)	Maria Medved
Prerequisites	None	Office Number	PL-102
Class Schedule	M: 16:55-18:15 in PL-3 R: 12:10-13:30 in PL-3	Office Hours	Mondays & Thursdays 16:45 to 17:15, or by appointment
Credits	4	Email	mmedved@aup.edu
Semester	Spring 2021	Office Tel. Ext.	829

Course Description

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 REMOVE THIS SECTION IF THE COURSE DOES NOT FULFILL ANY GLACC REQUIREMENT]

GLACC

The Global Liberal Arts Core Curriculum (GLACC) degree requirements include the following categories of courses:

- Integrative Inquiry (coded CCI)
- Experiential learning (coded CCX)
- Research, Interpretation, and Writing (coded CCE)
- Digital Literacy and Communication (coded CCD)
- Disciplinary Research Methods and Writing (coded CCR)
- Quantitative Reasoning (coded CCM)
- Experimental Reasoning Course with Lab (coded CCS)
- Expression Française (coded FR)
- AUP Capstone (coded CCC)

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

COURSE SCHEDULE:

(Exact dates and topics may vary according to class needs and interests)

January

Week 1 – 18th – 22nd

TOPIC: Introduction and Overview

Week II – 25th – 29th

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

READINGS

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

Love’s Executioner, Chapter One

January 24th – last day to drop/add courses online

February

Week III – 1st – 5th

TOPICS – Behaviour Therapy

READINGS

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

Love’s Executioner, Chapter Two

Week IV –8th – 12th

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

READINGS

Ray, W. (2019). Overview of psychopathology (pp. 14-25). *Abnormal Psychology*, London, UK: Sage.

Supplemental:

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.

February 8th – 10th, Mini break 1, (no classes)

Week V – 15th – 19th

TOPICS: Cognitive Therapy

READINGS

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

Love's Executioner, Chapter Three

Week VI – 22nd – 26th

TOPICS: Clinical Approaches Across Cultures

READINGS (select one)

Duran, E., & Firehammer, J. (2017). Injury where blood does not flow. *Indigenous Cultures and Mental Health*. In S. Steward, R. Moodley, and A. Hyatt (Eds.). CA: Routledge.

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

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.

February 24th – 28th, Mini break 2, (no classes)

March

Week VII – 1st – 5th

TOPICS: Culture and Psychotherapy

READINGS

LaRoche, M. (2012). Addressing culture differences in the psychotherapeutic process. *Cultural Psychotherapy*. London, UK: Sage.

Love's Executioner, Chapter Four

Week VIII – 8th – 12th

TOPICS: Psychoanalysis I

READINGS

Jones-Smith, E. (2019). Psychoanalytic and Psychodynamic Theories (pp. 25-36). In *Theories of Counseling and Psychotherapy*. London, UK: Sage.

Love's Executioner, Chapter Five

Week IX – 15th – 19th

TOPICS: Psychoanalysis II

READINGS

Jones-Smith, E. (2019). Psychoanalytic and Psychodynamic Theories (pp. 37-39;51-53). In *Theories of Counseling and Psychotherapy*. London, UK: Sage.

Love's Executioner, Chapter Six

Week X – 22nd – 26th

TOPICS: Somatic Therapy

READINGS

Koch, S & Harvey, S. (2012) Dance/movement therapy with traumatized dissociative patients (369-374; 381-384). In S. Kochs, T. Fuchs, M. Summa & C. Müller (Eds.), *Body, memory and movement*. NY, NY: Benjamins Publishing.

Love's Executioner, Chapter Seven

Week XI–29th – 2nd

TOPICS: Group Therapy

READINGS

Donelson R. Forsyth, D. (2015). Group Psychotherapy, Clinical Psychology of. In J. Wright (ed).,

International Encyclopedia of the Social & Behavioral Sciences (Second Edition), (pp. 428-433).

Elsevier.

Love's Executioner, Chapter Eight

***April 2nd*, last day to withdraw from a course.**

Last day to choose the CR/NC grading option.

April

Week XII – 5th – 9th

TOPICS: Humanistic Therapy

READINGS

Love's Executioner, Chapter Nine

April 5th, Easter Monday (no classes)

Week XIII – 12th – 16th

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 XIV – 19th – 23rd

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

READINGS (select one)

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>

Creatures of a Day, Chapter Ten

Week XV – 26th – 30th

TOPICS: Critical Overview and Final Discussion

April 28th, Last day of classes

May 6 -- Final Exam @ 15:00 (final paper
due)

Textbooks

Title	Author	Publisher	ISBN	Required
Love's Executioner	Irvin Yalom	Penguin	9780141975443	Yes

Attendance Policy

AUP 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.

Covid-19 temporary amendments:

Students studying at The American University of Paris are still expected to attend ALL scheduled classes. Due to the Covid-19 pandemic, students will have the option of attending classes remotely when special circumstances apply. For example, when students are placed under quarantine by the French authorities or by their doctor, or when students present symptoms of Covid-19 and are directed, by their doctor or the AUP Health Office, to remain home. It is still the student's responsibility to be aware of any specific attendance policy that their professor might have set in the course syllabus. In particular, Students attending remotely from distant Time Zones should check with their professors about the specific attendance policy for remote learners.

Medved Policy for Attendance: For students who are attending the course remotely in a time zone with a major time difference are expected to attend at least 1 class per week. **It is necessary to consult with me to make such an arrangement**, otherwise your participation mark will be affected. For students who attend a class asynchronously due to a significant time difference, a small response paper covering the filmed in-class teaching and materials will be required to fulfil participation requirements.

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 also 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.*

ENGLISH LANGUAGE PROFICIENCY STATEMENT:

As an Anglophone university, The American University of Paris is strongly committed to effective English language mastery at the undergraduate level. Most courses require scholarly research and formal written and oral presentations in English, and AUP students are expected to strive to achieve excellence in these domains as part of their course work. To that end, professors include English proficiency among the criteria in student evaluation, often referring students to the university Writing Lab where they may obtain help on specific academic assignments. Proficiency in English is monitored at various points throughout the student's academic career, most notably during the admissions and advising processes, while the student is completing general education requirements, and during the accomplishment of degree program courses and senior theses.

Grading Policy

GRADING:

Case Presentation and Discussion Facilitation	20%
Response Papers	20%
Final Paper	35%
Participation	25%

Participation

Of course, students are expected to attend classes. We will meet for a limited number of sessions and the class time is my opportunity to help you think about the subject matter. **Missing more than six classes** or more will result in a withdrawal of all participation marks, regardless of your performance in the other classes or assignments. Part of the participation mark is being able to discuss the readings in class (in other words, having actually read the assigned chapters/articles). In sum, students should be prepared to make relevant and thoughtful contributions to class discussions and activities.

For students who are attending the course remotely in a time zone with a major time difference are expected to attend at least 1 class per week synchronously. **It is necessary to consult with me to make such an arrangement**, otherwise your participation mark will be affected. For students who attend a class asynchronously due to a significant time difference, a small response paper covering the filmed in-class teaching and materials will be required to fulfil participation requirements.

Students attending remotely are expected to participate with their video on for the duration of the class. Failure to do so will negatively impact the participation mark; in other words, attending by audio is insufficient.

Thought Papers

Students will be asked to submit two short thought papers. They should be about 200 words. These papers will be further discussed in class.

Case Presentation and Discussion Facilitation

Students will facilitate a discussion on a chapter from *Love's Executioner*. The focus should be on issues you found interesting, novel, problematic, or curious. Remember the class has read the chapter; we *do NOT need a summary*. This part of the case presentation should be about 10-15 minutes. More time will be available for the discussion (10-15 minutes). I suggest preparing a few questions for the class. Facilitation will be done in pairs.

Paper

This is an opportunity to delve into a clinical concept, learn more about a contemporary or historical psychologist, or explore a research idea that interests you. Papers are expected to have at *minimum* 10 references from peer-reviewed articles or book chapters (simply referring to websites is not acceptable). Papers are expected to be about 10 pages in length, double spaced, size 12 font, using APA referencing. Late papers will be docked 2% (out of the 35%) per late day (whether 5 minutes or 23 hours late). We will talk more about the paper in class.

Potential Topics for Papers and Presentations

Play therapy

Art therapy

Disaster Therapy

Animal Therapy

Feminist Therapy

Dance Therapy

Narrative Therapy

Multicultural Therapy

Ethics in Therapy

Hypnotherapy

Neuropsychanalysis

Critique of the Therapy Industry

Therapy and/or Medication?

Pharmacotherapy (e.g., effectiveness of anti-depressants)

Remote Therapy (e.g., phone, on-line, skype)

Parent Infant Therapy

Historical or Contemporary Therapists (e.g., Sabrina Spielrien)

LGBT Issues/Approaches in Therapy

Electroshock Therapy

Psychosurgery

Relapse Therapy

Addictions Interventions

...or a topic of your choice

Other
