

**Foundations of Psychotherapy and Personality (CPSY 218)**  
Santa Clara University  
Winter, 2020

Instructor: Jay Scolio, Ph.D.                      Office Hours: After class and by  
Phone: (650) 283 3620                                              appointment  
between 10 AM and 10 PM  
E-mail: [ascolio@scu.edu](mailto:ascolio@scu.edu)

Course Description:

This class covers fundamental concepts in personality theories and their applications to counseling and psychopathology, with a special focus on the relationship between theory and practice. The course will help students develop an initial personal theory of counseling from which to build as they evolve through the program. (3 units)

Prerequisites: none

*Note: Students must attend the entirety of the first class to participate in this course.*

Course Objectives:

The first objective of this course is to learn the fundamentals of the most important psychotherapies in use today. A second objective is to learn the basics of the personality theories that inspired these therapies as well as the interventions associated with them. A third objective is to gain a deeper grasp of the therapies by understanding oneself from the perspective of the personality theories and techniques. Finally, using this knowledge as a foundation, the last course objective is to construct one's own personal theory of personality and psychotherapy.

Reading:

All readings have been posted on Camino and organized by week.

Grading:

Experiential Presentation.....	.15%
Weekly Reflection Journal (due weekly).....	25%
Personal Theory Paper (due 3/9).....	30%
Final Quiz (given in class 3/9).....	20%
Class Participation.....	10%

Experiential Presentation: The class will be divided as evenly as possible into groups. Each group will lead fellow students in an experiential exercise. In these 45-minute presentations, your purpose is not necessarily to present new material, but to creatively involve the class in practicing a technique or experiencing firsthand some aspect of a theory already covered by the professor. Most presentation topics consist of a specific therapy technique that is based on the theoretical concepts I lecture on during that class session. There are 6 weeks possible for presentations, each of which involves a different topic. I will be actively involved in helping you prepare these presentations, though I will look to you to take the lead. Each group will meet with me after class two weeks prior to delivering its presentation. *See presentation instructions sheet posted on Camino for more information.*

Weekly Reflection Journal: One of the advantages of learning the theories we'll cover this quarter is the opportunity they provide for understanding ourselves from different perspectives. The growth you gain during the class may inspire you to continue the work of self-understanding long after the class has ended, thus benefiting both you and your clients as well as helping you refine your theory of personality and therapy over time.

To facilitate that understanding, students will submit weekly journal entries, 1 to 2 double-spaced pages in length, that reflect on the reading as well as on the personal reactions and insights the reading reveals. Because the journals include personal material, they will not be graded. Instead, you'll receive a check for each of the eight journal entries turned in for which you've done a good job. You'll receive a check-plus if your discussion of the material and personal insights is done especially well **AND** you have indicated at the top of the paper that at least once during the week you made a good-faith effort at trying the practice exercise listed for each week the journal entry is due. It is not necessary to write about your experience performing the practice exercise, but you are welcome to do so.

I encourage you to share as deeply as you feel comfortable. Please note that generally I will *not* follow up with you regarding your reflections, thus affording you the opportunity to share without a concern that you will have to discuss it later. If you feel a need to talk about what you're sharing, please feel free to see me in person. For journal entries that receive a check, you will receive 10 points, and for those that receive a check-plus, you'll receive 12.5 points. Thus, if you were to receive a check-plus for all 8 journal entries, your reflection journal score for the quarter would be 100 points. Late journal entries will typically receive half credit. Please submit your journal entries in paper form at the beginning of each class.

Personal Theory Paper: During the course, you will learn a number of theories of personality and psychotherapy. As you will see, there is no single "correct" way of understanding human nature or bringing about change. Each counselor must develop his or her personal philosophy and theoretical framework of therapy. Over the quarter, you will write weekly journal entries about your reactions to various therapy approaches. This paper is designed to be the culmination of that effort. In it, you will be asked to present your *personal* theory of personality and psychotherapy, which should be grounded in the theories covered in the course. You may choose to wholeheartedly endorse a theory or to combine theories in some way. Your paper should be about 8 pages, double spaced, and typed in 12-pt Times New Roman font. No references besides the course readings are necessary, but if you use additional references, please include a bibliography. *Please see the Personal Theory Paper Instructions sheet posted on Camino for more information.*

Final Quiz: The topics covered in the course include basic knowledge your future colleagues and supervisors will expect you to know. As such, I would like you to leave the class with that knowledge well in hand. Thus, the final quiz will be on *basic* factual knowledge of the theories discussed in the course and will include 25 multiple-choice questions.

#### Class Participation and Attendance:

Participation is not graded by the amount you speak in class, but by your presence and active engagement (even if simply engaged listening!). Attendance is essential because lectures, discussion, and in-class exercises constitute important aspects of the class. Two

absences will result in losing half of your participation points, and three absences will require withdrawal from the course. Also, please arrive to class and return from breaks on time to avoid disrupting the class. Arriving late to class or returning late from break may result in lost participation points.

*Personal Technology.* It is allowable to use a laptop, tablet, or other device for taking notes or otherwise participating in class, but it is not recommended. Research demonstrates that grade performance for those using laptops tends to approximate performance of those who don't attend class at all! Please do not use personal devices for any purpose unrelated to class, as it interferes with your ability to actively participate in class and is a distraction to your fellow students. Inappropriate use of personal devices may result in reduced participation points. Note that it's likely I won't say anything to you about lateness or inappropriate use of devices in class but will instead make a mental note.

### Course Guidelines:

**Respectful Behavior** – To create a constructive learning environment, please show respect for others. Discussions should occur within the context of academic inquiry and in the spirit of understanding diverse perspectives and experiences.

**Academic Integrity** – It is expected that all students uphold our university policy on academic integrity and subscribe to the ideals of academic integrity. Any act of academic dishonesty, such as cheating or plagiarism, will subject a person to University disciplinary action. Any work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Representing the words, ideas, or concepts of another person without appropriate attribution is plagiarism. Please make sure that you appropriately cite your sources.

**Deadlines** – It is important to turn in work in a timely manner. It is understandable, however, that unforeseen circumstances such as illness, bereavement, or tragedy may prevent you from completing an assignment on time. If this happens to you, please notify me ahead of time (if possible), or at the earliest possible time. I'm more than willing to work with you. Normally this means that you will have one week to make up the work. Unfortunately, it is my policy not to accept assignments for full credit that are turned in late due to travel plans, vacation plans, etc.—it would be unfair to the rest of the class. In cases of travel, vacation, and other preventable/foreseeable circumstances, my policy is to deduct 20 percentage points from major assignments for each day late. If you have any questions or concerns that you may miss a deadline, please talk to me as soon as possible.

**University Services** – If you experience difficulty in this course for any reason, please don't hesitate to consult with me. Also, a wide range of university services are available to support you:

HUB Writing Center: HUB helps students understand assignments and aids in all stages of the writing process ([www.scu.edu/provost/writingcenter](http://www.scu.edu/provost/writingcenter)).

Counseling Resources: CAPS offers counseling for personal concerns, self-help information, and connections to off-campus mental health resources ([www.scu.edu/cowell/caps](http://www.scu.edu/cowell/caps)).

Office of Accessible Education: You may request academic accommodations if you have a disability that may prevent you from fully demonstrating your abilities. Please contact the Office of Accessible Education located in Benson, Room 1, by phone at 408-554-4109. While I am happy to assist you, I am unable to provide accommodations until you've provided documentation of a disability from the Office of Accessible Education.

### Class Schedule

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
1/6	Syllabus, Learning about Oneself, Relating a Personality Theory to Therapy	No reading required
1/13	Existential Therapy <i>Practice:</i> think of situations in which you mistakenly feel you don't have freedom to make choices <b>**First Journal Entry Due**</b>	Rollo May Subjectivity Communication Level* Objectivity-Subjectivity Ratio*
1/20	Person-Centered Therapy <i>Practice:</i> choose a thought, feeling, or sensation; describe it <i>accurately</i> in first person using <i>I, me, or my</i> ; repeat this process with the next thought, feeling, or sensation that arises; continue the process for 5 minutes, and note whether your experiencing deepens. <i>Student presentation:</i> reflective listening	Synopsis About Therapy Empathy The Good Life Rogers Overview
1/27	Emotion-Focused Therapy <i>Practice:</i> See if you can spot the 4 facets of an emotion scheme while you're reacting at a moderate emotional level <i>Student presentation:</i> Jungian dream interpretation	Intro to EFT EFT Made Simple What EFT Listens For Two-Chair Technique The Jungian Unconscious*
2/3	Psychodynamic Therapy <i>Practice:</i> free association <i>Student presentation:</i> none	Freud's Contribution Freud's Ideas Psychodynamic Principles (read to p. 46) Psychodynamic Features
2/10	Interpersonal Therapy <i>Practice:</i> look for ways that you distract yourself from your present concerns <i>Student presentation:</i> transference	Internal Images Interpersonal Therapy Competing Intentions
2/17	Behavior Therapy <i>Practice:</i> envision a reward system using both positive and negative reinforcement <i>Student presentation:</i> systematic desensitization	Behavior Therapy

2/24	<p>Cognitive Behavior Therapy  <i>Practice:</i> identify cognitive distortions  <i>Student presentation:</i> cognitive distortions</p>	<p>Introduction to CBT  Treatment Overview  Cognitive Conceptualization  Automatic Thoughts  Behavioral Activation</p>
3/2	<p>Mindfulness Meditation and Therapy  <i>Practice:</i> concentrate on your breath for 5 minutes followed by open monitoring for 5 minutes  <i>Student presentation:</i> summary of ACT, DBT, MBSR, &amp; MBCT and illustration of one of these approaches through class participation</p>	<p>What is Mindfulness?  Relational Mindfulness  Depression &amp; Mindfulness</p>
3/9	<p>Multicultural Issues in Counseling  <i>Practice:</i> think about ways in which the therapies we've studied may be culturally biased  <b>**No Journal Entry Due**</b>  <b>**Quiz**</b>  <b>**Personal Theory Paper Due**</b>  Please submit a paper copy of your Personal Theory Paper at the beginning of class and e-mail your paper to me (<a href="mailto:ascolio@scu.edu">ascolio@scu.edu</a>) prior to class.</p>	<p>Entering Another's World</p>

\* Optional Reading