

Instructor/TA Info

Instructor Information

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Course Information

Materials

Item	Price (new)	Price (used)
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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%

References for Readings

CPSE 702 Reading List

Jackson

Required Text (pick one—depending on your theoretical leanings)

Robertson, D. (2010). The philosophy of cognitive-behavioral therapy (CBT): Stoic philosophy as rational and cognitive psychotherapy. London: Karnac.

ISBN: 1855757567

OR

Orange, D. M. (2010). Thinking for clinicians: Philosophical resources for contemporary psychoanalysis and the humanistic psychotherapies. New York: Routledge.
ISBN-13: 978-0881634938

Pick One (or propose something comparable)

1. Psychology for the Other

by Gantt & Williams

Duquesne University Press;

2. Cosmopolitanism: Ethics in a World of Strangers (Issues of Our Time)

by Kwame Anthony Appiah

W. W. Norton & Company; Edition Reprint (2007-02-17)

ISBN: 039332933X

3. The Triumph of the Therapeutic: Uses of Faith after Freud

(Background: Essential Texts for the Conservative Mind)

by Philip Rieff

Intercollegiate Studies Institute; Edition 1 (2006-11-20)

ISBN: 1932236805

4. The Great Psychotherapy Debate: The Evidence for What Makes Psychotherapy Work

by Bruce E. Wampold

Routledge; Edition 2 (2015)

5. Beyond Freedom & Dignity

by B. F. Skinner

Hackett Pub Co; Edition 1 (2002-03-01)

ISBN: 0872206270

6. Otherwise Than Being: Or Beyond Essence

by Emmanuel Levinas

Duquesne Univ Pr; (1998-05)

ISBN: 0820702994

7. Witnessing: Beyond Recognition

by Kelly Oliver

Univ Of Minnesota Press; (2001-01-03)

ISBN: 0816636281

8. Truth and Method (Bloomsbury Revelations)

by Hans-Georg Gadamer

Bloomsbury Academic; Edition Reprint (2013-06-27)

ISBN: 1780936249

9. I And Thou

by Martin Buber

Touchstone; Edition 1st Touchstone Ed (1971-02-01)

ISBN: 0684717255

10. Constructing the Self, Constructing America: A Cultural History Of Psychotherapy

by Philip Cushman

Da Capo Press; (1996-10-01)

ISBN: 0201441926

11. Re-Envisioning Psychology: Moral Dimensions of Theory and Practice

by Frank C. Richardson

Jossey-Bass; Edition 2 (1999-03-29)

ISBN: 047044763X

12. Relational Being: Beyond Self and Community
by Kenneth J. Gergen
Oxford University Press; Edition Reprint (2011-09-01)
ISBN: 019984626X

13. Virtue and Psychology: Pursuing Excellence in Ordinary Practices
by Blaine J. Fowers
Amer Psychological Assn; Edition 1 (2005-07)
ISBN: 1591472512

14. Foundations of Professional Psychology: The End of
Theoretical Orientations and the Emergence of the
Biopsychosocial Approach (Elsevier Insights)
by Timothy P. Melchert
Elsevier; Edition 1 (2011-07-28)
ISBN: 0123850797

15. A New Unified Theory of Psychology
by Gregg Henriques
Springer; Edition 2011 (2011-08-18)
ISBN: 1461400570

16. Persuasion & Healing (3rd ed)
by Jerome D. Frank & Julia B. Frank
Johns Hopkins University Press (1916, 1973, 1991)
ISBN: 0-8018-4636-6

Other Resources

Turning Freud Upside Down 2 (2017)
Fischer & Jackson
BYU Studies
ISBN 9781942161479

<https://byustudies.byu.edu/content/turning-freud-upside-down-2-more-gospel-perspectives-psychotherapys-fundamental-problems> (<https://byustudies.byu.edu/content/turning-freud-upside-down-2-more-gospel-perspectives-psychotherapys-fundamental-problems>)

Turning Freud Upside Down: Gospel Perspectives on
Psychotherapy's Fundamental Problems
Brigham Young Univ Univ Pubns; (2005-08-01)
ISBN: 9780842525947

Introduction to Personality and Psychotherapy
by Joseph F. Rychlak
Houghton Mifflin; Edition 2nd
ISBN: 9780395297360

What's Behind the Research
by Slife & Williams
Sage
ISBN: 9780803958630

The Question of God: C.S. Lewis and Sigmund Freud
Debate God, Love, Sex, and the Meaning of Life
by Armand Nicholi
Free Press; Edition First Edition (2003-08-07)
ISBN: 074324785X

Psychology and the Question of Agency (Suny Series,
Alternatives in Psychology)
by Jack Martin
State University of New York Press; (2003-05-08)
ISBN: 0791457265

Assignments

Assignment Descriptions

I Haven't a Clue Paper

Jan
12

Due: Wednesday, Jan 12 at 12:30 pm

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

Orange or Robertson Presentation

Jan
19

Due: Wednesday, Jan 19 at 11:59 am

Read either Robertson's *The Philosophy of CBT* (pp. 1-132) or Orange's *Thinking for Clinicians* (pp. 1-126). You and the others who read the same book will develop a 45-60 minute presentation that will teach what you learned to those in the class who did not read your book. The presentation should be engaging and informative. Develop a brief 10-item quiz to assess how well your learners have mastered the concepts you have taught.

Philosophy Book Presentation

Feb
02

Due: Wednesday, Feb 02 at 12:30 pm

Read at least 200 pages from one of the philosophical works on the readings list and prepare a presentation for the class on the key points in the book and their implications for counseling psychology. Write a brief summary (1-3 pages) 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 at least 200 pages of the book.

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

The triumph of the therapeutic, (1966) Phillip Rieff

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

A New Unified Theory of Psychology (2011) Gregg Henriques

Foundations of Professional Psychology: The End of Theoretical Orientations and the Emergence of the Biopsychosocial Approach (2011) Timothy Melchert

Persuasion and Healing (3rd ed) (1991) Jerome & Julia Frank

Theory Discussion

Mar
02

Due: Wednesday, Mar 02 at 11:59 pm

Lead a discussion of a theory of your choice. Use the Levels of Explanation model as a metatheory to discuss the theory. Read at least 200 pages of original work by the theorist(s) and prepare a summary of key concepts and quotes for the rest of the class (1-3 pages). 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 200 pages of the theorists writing.

Midterm Exam

Mar
02

Due: Wednesday, Mar 02 at 11:59 pm

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

Professional Program Proposal

Apr
06

Due: Wednesday, Apr 06 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

Apr
06

Due: Wednesday, Apr 06 at 11:59 pm

Write a final paper that addresses one of the following—(1) Articulate your theory of change. Begin by establishing your ontology and related philosophical assumptions. Show how these are consistent with one another and provide a foundation for your theory. Describe the important constructs and processes of your theory, using examples to illustrate how it works in psychotherapy, or (2) Describe how have you integrated your professional philosophy with your theology? Illustrate this integration through an axiological analysis of both. Pay particular attention to making sure your theory isn't just theology and your theology isn't just theory/philosophy.

Papers should be written with **meticulous attention to APA style**. This means if you make an assertion, you should support that assertion by **citing other smart folks** who have made the same or similar assertions. The challenge in this kind of writing is to tie your ideas to other thinkers.

Final Exam

Apr
06

Due: Wednesday, Apr 06 at 11:59 pm

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

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

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.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions

questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

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
Week 1		
M Jan 03 Monday		702 Reading List 2022.docx Download
W Jan 05 Wednesday	Introduction, syllabus Philosophical Idols, inherent assumptions Levels of explanation, Axiology	Slife (1999) 38.2Slife.pdf Download
Week 2		
W Jan 12 Wednesday	Agency Truth	TF(1)Williams on Agency 2005 116-142.pdf Download TF(2) Williams on Freedom and Agency 2017 10-25[1].pdf Download TF(1) Slife and Reber on Truth 160-182.pdf Download TF(2)Jackson on Values 79-91[1].pdf Download
Week 3		
W Jan 19 Wednesday	Metatheory	The Philosophy of Cognitive-Behavioural Therapy, pp. 1-132 (Robertson, 2010) or Thinking for Clinicians, pp. 1-126 (Orange, 2010)
Week 4		
W Jan 26 Wednesday	Metatheory	The Philosophy of Cognitive-Behavioural Therapy, pp. 1-132 (Robertson, 2010) or Thinking for Clinicians, pp. 1-126 (Orange, 2010)

Week 5		
W Feb 02 Wednesday	Psychology vis-a-vis philosophy	Finish reading your philosophy book
Week 6		
W Feb 09 Wednesday	Psychology vis-a-vis philosophy	
Week 7		
W Feb 16 Wednesday	Psychology vis-a-vis philosophy	
Week 8		
T Feb 22 Tuesday	Monday Instruction	
W Feb 23 Wednesday	Psychology vis-a-vis philosophy	TF(1)Jackson on Relationism 200-215.pdf Download
Week 9		
W Mar 02 Wednesday	Midterm Exam	Finish reading your theory book
Week 10		
W Mar 09 Wednesday	Critique of theories	
Week 11		
W Mar 16 Wednesday	Critique of theories	
Week 12		
W Mar 23 Wednesday	Critique of theories	
Week 13		
W Mar 30 Wednesday	Critique of theories	
Week 14		
W Apr 06 Wednesday	Reconciling religion/personal philosophy and psychotherapy/psychological theory	Kohut and Christian Theology.pdf Download First do no harm.pdf Download
Week 15		
W Apr 13 Wednesday	Final Exam: 331 MCKB 2:30pm - 5:30pm	
F Apr 15 Friday	First Day of Winter Final Exams (04/15/2022 - 04/20/2022)	
Sa Apr 16 Saturday		