

Humanistic Psychology
PPHAC 235

Psychology 360
Fall 2011

Art Lyons - PPHAC 226
861-1564/691-1330
(up to 9:30 PM)
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Course Description

This course transcends the usual academic boundaries to include a broad spectrum of disciplines and approaches to human experience and behavior. It is devoted to exploring the range of human capacities and potentialities so as to enhance both the individual and the society. The topics include: self-awareness, personal functioning, interpersonal perception and communication, love and creativity, as well as humanistic approaches to child rearing education, and clinical practices. Experiential exercises are core components of this course. Prerequisite: Psychology 211 and permission of the instructor

Office Hours

Monday	1:30 – 2:30
Tuesday	9:00 – 10:00
Wednesday	8:30 – 9:30
Thursday	8:30 – 9:30
Friday	by appointment

If you need to see me at some other time my office and home phone numbers, as well as my email address, are listed above. Please call, and we will arrange for a mutually convenient time to get together.

Capturing the Spirit of the Course

"This watching of our minds may not be easy at first. Our thoughts rush so quickly down habit-dug channels that it takes quiet, careful listening in order to experience our freedom to go in new directions. We need to be alert to the limits we may be creating and open to new possibilities for what we can be and learn and enjoy."

(Maul & Maul)

"The good life is neither a given nor a possession. Karl Barth's metaphor of truth as "a bird in flight" applies here. Just as a bird in flight, so the good life cannot be secured, once and for all either for self or for others. Nor can it be directly pursued, for it is a gestalt that emerges from a mode of living, a mode that is in accord with one's specific nature."

(Kinget)

"In its interpretation of human life, humanistic psychology encompasses a philosophy --- a view of what life is about and what life can be, if lived constructively."

(Buhler)

My Objectives

1. To contribute to your understanding of yourself as an individual and as a person in interaction with others.
2. To improve awareness of your personal functioning and to enhance your interpersonal perception and communication skills.
3. To enrich your self-knowledge through the thoughtful and systematic inquiry into the determinants of behavior according to the various humanistic philosophies of living.
4. To enrich myself as a human being through all of the above and by getting to know each of you this semester.

Your Objectives

- 1.
- 2.
- 3.
- 4.

Teacher Designed Inputs for the Grading of this Course

The basic inputs are as follows:

1. Attendance & Participation

In an experientially based course it is imperative that you attend every class, both for your own benefit and the benefit of the other class members. It is understood that on rare occasions a participant may not make it to class. Please, if at all possible, let me know before class if this is going to happen so that we don't wait for you to start class.

2. Experiential Journal

Your task here is to relate humanistic values, ideas, and philosophies to your own daily life experiences. You might take the perspective that your life is a journey toward self-actualization and relate daily events that apply to that journey. The journal is also an opportunity for you to dialog with me. All material disclosed in the journal will be treated as confidential information. Further material will be given out in class to help you get started on this assignment. For this to be a meaningful learning experience for

you it is essential that you take this assignment seriously and make regular entries. There will be both a mid-semester and end of the semester evaluation of your effort to make this a meaningful part of your learning experience in this course.

3. Demonstration of Cognitive Mastery of the Material

At mid semester and towards the end of the semester there will be assessments of student mastery of the theoretical material presented in the course. This material will be presented in handouts, audiovisual material, textbook reading assignments, mini lectures, and class discussions. I will solicit input from the class in helping me to determine the format of this component of the course.

4. Conscientious Effort

I will be asking you to conduct a self-assessment of the degree of conscientious effort that you have put forth towards achieving your personal objectives at mid semester and also at the end of the semester.

5. Book Review

My hope is that everyone will be striving to maximize their learning in this course and consequently will also be working to earn an above average grade in this course. There is an incredible wealth of diverse humanistic theoretical material that is not contained in our assigned books. One way that our class learning experience could be enriched, without all of us either spending a fortune on books or doing massive reading assignments is to have participants choose a book of particular interest that is humanistically based. I will provide a bibliography of library sources and also put books from my personal library on display before many of our classes. You may also seek out a book on your own to share with the class. If you do so, please have me verify that the book is an appropriate one for the course. After having chosen your book, read it, prepare a written summary for class distribution, and verbally share your learning with the rest of the class by making a short presentation about it. Depending on the book chosen, this presentation format may vary considerably. Please schedule your presentation date with me as early as possible in the semester, certainly no later than 10/4.

6. Facilitate an in-class workshop on one of the techniques that are offered in The Relaxation & Stress Reduction Workbook

Our class workbook is designed to teach us the most successful stress management and relaxation techniques and exercises in use. As the authors indicate in their suggestions for getting the most out of the workbook “Intellectual understanding of most techniques is of little value, unless accompanied by first hand experience.” We do not have the time to personally experience all of the techniques. If each student assumes responsibility for choosing one of the techniques, practices it regularly, researches its background, and then presents it to the class in both an experiential format and via a mini lecture on the topic, we will all leave with a variety of techniques that we may choose to adopt as a proactive strategy for dealing with stress and coping. A basic premise of humanistic

psychology is that we can choose to lead healthful lives and function more effectively if we do so. We will practice progressive relaxation (Chapter 4) at the start of our classes for the first few meetings. We will all read the first two chapters of the workbook. I invite you to spend some time reviewing the other chapters and when you find a technique that you want to explore as your project let me know. The sooner you decide the more options that you have since only one student can explore each potential topic. Please make sure that you identify your choice, get approval, and schedule it for class no later than 10/4.

*******Self-Initiated Learning Experience (SILE)*******

To earn a superior grade (an A or A-) in this course you must display independence, creativity, and self-reliance for your learning experience. The opportunity to take responsibility for your own learning experience is one of the biggest challenges that I can offer you in this course. Most of us are conditioned to accept passive learning and to the professor or teacher setting deadlines and requirements for a course. Here you are invited to take active control! I would like to assist you in this endeavor, especially early in the semester. Don't let the newness of the opportunity become a reason for delaying your initiative. To assist you in the process and to add some structure to the class experience you need to have all self-initiated learning experiences approved by me and scheduled by mid semester 10/13. Numerous examples of previous SILES will be discussed in class early in the semester. Some suggested possible learning experiences include:

- Write a term paper pursuing a point of particular interest to you within the realm of Humanistic Psychology.
- Participate in a group outside of class of your own formation. Make a log of discussion, new thoughts, new books, etc. encountered within the group. The organization and planning of the group would be your own endeavor.
- Participate in a group outside of the class connected with another humanistic organization (a workshop, etc.). Write a journal of your reaction after each meeting and share your experience with the class.
- Design and carry out a project which is humanistically oriented (volunteer work, etc.) and share your experience with the class.
- Explore one of the self-help programs (clinically standardized meditation, imagery, progressive relaxation tapes, etc.). Practice the technique regularly during our course and write up a summary of the experience.
- Use our class as an opportunity to develop your group leadership skills. I have a variety of resource materials available which could aid you in designing an experientially oriented workshop. Come up with a topic, goal, and objectives, design and facilitate the experience, and write up a summary of your learning experience. In order to mesh with the class flow it is critical to schedule your planned use of class time as early as possible in the semester, once again no later than mid semester (10/13).

- Design and carry out a humanistically oriented research project. Write it up in APA format.
- Think of an educational endeavor other than one on this list. Come in and discuss it with me and after having it approved by me, do it!

Our Books

Davis M., Eshelman, E. R., & McKay M. (2008) *The Relaxation & Stress Reduction Workbook* (6th ed.). New Harbinger Publications, Inc.

Johnson, D. W. (2009). *Reaching Out: Interpersonal Effectiveness and Self-Actualization* (10th ed.). Pearson.

Rogers, C. (1980)(1995) *A Way of Being*. Houghton Mifflin.

Assorted handouts and reading materials

Grading

The procedure for arriving at a final grade in this course is as follows. A final grade is based on the total number of points earned throughout the course. The points that are available to be earned for each component of the course have been preset to reflect their weighted value to the overall learning experience.

You may choose to work for any grade that you desire. Please let me assist you in order that you achieve the grade that you desire. One of the challenges of the course is that nothing, per se, is required, remember it is your choice as to what type of effort you would like to put forth. Obviously, the better the effort, the richer and fuller the learning experience will be. It will also entail more work! **YOU** are responsible for your learning experience in this course. Part of my job is to assist you in making these choices and to assist you in behaving responsibly after you have made those choices.

Points may be earned in the following manner

Class attendance and participation (up to 22 points for each Thursday class)	308
Experiential Journal (assessed at mid semester & end of semester)	120
Mid semester Assessment	150
Final Assessment	52
Conscientious effort (assessed at mid semester & end of semester)	120

Book review	75
Class stress reduction workshop	75
Self-Initiated Learning Experience (SILE)	100

Course Flow and Reading Assignments

This course, by its experiential nature, creates difficulty in making dates for reading assignments that coincide with class content for a particular day. Class moves forward at a pace that, to a large degree, is determined by its participants. I have carefully chosen the readings, handouts, and reserve material and feel that it adds a valuable dimension to your learning experience. Please try to follow the schedule of assignments below. I have spaced them out throughout the semester for us. The reading assignment is listed next to the class date that it is due. We all need to take responsibility for integrating this material into our classroom experiences. In addition there will be journal assignments and handouts that are given out and assigned at appropriate points in the semester that do not appear below. Please be sure to connect up with a partner from class to fill you in on these assignments in the unlikely event that you miss a class.

Note:

Please note that it is within the instructor's purview to apply qualitative judgment in determining grades for any assignments and for the course final grade.

Please note while I will try to hold to the flow of the syllabus it is subject to change over the course of the semester.

Policy on Plagiarism

The Moravian College faculty have become increasingly concerned about the occurrence of plagiarism on campus. The Psychology Department's policy on this subject is important for students to understand. Simply put, plagiarism is the intentional misrepresentation of someone else's work as your own. This includes such diverse situations as quoting directly or paraphrasing from a published work without giving the author credit, having your roommate write the paper, "borrowing" from fraternity or sorority files, buying a paper from a professional service and so on. Students are to keep all notes and rough drafts of a paper until the grade is assigned. The instructor may request these materials, along with the source materials, at any time. Evidence of plagiarism will be dealt with in accordance with the college policy on academic honesty, copies of which are available at the departmental secretary's desk.

Students with Disabilities

Students who wish to request accommodations in this class for a disability should contact

Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

DATE	Johnson		
Rogers			
9/1	Our first meeting Getting acquainted Self Awareness - Self Consciousness Handout on keeping a journal (On Blackboard)		
9/8	Getting grounded Handout - Behaviors Leading to Self-Actualization Please read Chapter 1, How You React to Stress from our workbook – Complete each section from this chapter, bring your workbook with you to class, and be prepared to discuss your responses.	1	Intro & Preface
9/15	Trust and Honesty Handout - Characteristics of Self Actualizers Please read Chapter 2, Body Awareness from our workbook – Complete each section from this chapter, bring your workbook with you to class, and be prepared to discuss your responses. Please note that this includes maintaining a stress awareness diary for two weeks as well as regular practice of relaxation exercises.	2	Part 1
9/22	Trust and Honesty - cont. Scheduling of ind. videos Handout - Ways to Promote Self-Actualization	3	
9/27 & 9/29	Viewing and psychological interpretation of INVICTUS		Part 2, Chaps. 6, 7, &
8			
10/4	Deadline for scheduling book reviews and choice of chapter from Stress Reduction Workbook		
10/6	Personal Objectives Who Am I Videos	4	
10/13	Personal Objectives & Who Am I Videos continued	5	Part 2+ Chaps 9, 10, &
11			
10/20	How Do I Relate to Others Class brainstorming activity in preparation for Mid-Semester Assessment of Readings	6 & 7	
10/27	Mid-Semester Assessment of Readings		

11/3	Touch: the Neglected Sense	9	
11/10	Humanistic Education		Part III
11/17	Interpersonal Conflict	8	
11/24	Happy Thanksgiving!		
12/1	Intimate Relationships	10 & 11	
12/8	Final Assessment of Readings Closure on the course		Part IV
12/9	Last possible date for individual SILE projects Monday (1:30 p.m.)		

Fellow Learners	e-mail	Phone Numbers
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Kelsey B. Ashworth (stkba01@moravian.edu)
 Joseph A. Celia (stjac14@moravian.edu)
 Jessica L. Davies (stjld07@moravian.edu)
 Blake H. English (stbhe01@moravian.edu)
 Naomi Gilbert (stnng03@moravian.edu)
 Alicen F. Maniscalco (stafm03@moravian.edu)
 Kimberly R. Mogg (stkrm03@moravian.edu)
 Alyssa L. Saputo (stals18@moravian.edu)
 Samantha V. Savite (stsvs01@moravian.edu)
 Sahar Tabshi (stsnt04@moravian.edu)

HUMANISTIC ACCOMPLISHMENTS TO TAKE AWAY WITH YOU FROM THE COURSE

1. To what degree are you more open to new experiences?
2. Are you more self-accepting (offering yourself unconditional positive regard)?
3. Are you more accepting of others (offering others unconditional positive regard)?
4. Are you more self-aware and less self-conscious in situations where you had previously been very anxious?
5. Do you trust more in your feeling self as a basis for making decisions?
6. Do you recognize more choice points in your life and note how easy it is to allow fears to cause one to retreat to safety and how much more courage it takes to risk personal growth?
7. Have you become more aware of when you do a "number" on yourself and acted on these insights and empowered yourself to deal more constructively with a situation?
8. Have you worked at becoming a more effective interpersonal communicator, practicing active listening skills, reaching out to others, and so forth?
9. Are you more aware of when you distort reality through the use of defense mechanisms and are you continuing to try to let go of these self-distorting and self-defeating strategies?

10. Are you less likely to simplify situations into dichotomous categories (right or wrong - good or bad - healthy or sick - and so on)?
11. Have you trained yourself to differentiate between judging a person versus judging his/her behaviors? As human beings we can always choose to modify our behaviors, we CAN'T change who we are!
12. Have you been open to all of your emotions, even those that tempt you to exhibit the lowest common denominator behavior in response to bad treatment by others?
13. Have you shared in the responsibility for maximizing the class learning experience to the best of your ability?
14. Have you worked to establish a good theoretical foundation in Humanistic Psychology through integrating the readings, students' presentations, and mini lectures by Art?
15. Do you take the time to smell the roses, to allow your senses to be more alive?
16. Are you working to have your behavior be congruent with your healthy desires?
17. In summary do you exhibit the courage to be more tolerant, more accepting, more loving, and more genuine, real, or authentic now than when the course started?