

**Supervised Reading in
History and Systems of Psychology
Ph.D. Reading Colloquium, PSSR9301**
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Mission Statement of the New Orleans Baptist Theological Seminary
The mission of the New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Values and Curriculum Competencies

New Orleans Baptist Theological Seminary highlights five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. While all five core values are emphasized, the primary focus for the 2008-2009 academic year is Doctrinal Integrity; knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. Our confessional commitments are outlined in the Articles of Religious Belief and the Baptist Faith and Message 2000. Throughout this course students will be encouraged to consider how the core value of “Doctrinal Integrity” impacts their development as a Christian counselor called to operate in the local church. This course will address the curriculum competency component of Christian Counseling in both the M. Div. and MAMFC degrees.

Course Description

This Ph.D. reading colloquium consists of discussion periods covering the History and Systems of Psychology. Discussions will cover required texts of the day as well as shorter selections from works the members have reviewed individually.

Student Outcomes (Goals)

Colloquium members will grasp the larger scope of the history and systems of psychology and the significant contributions of the major personality theorists of the 20th century in particular. By understanding the historical foundations of psychology and works of these seminal theorists, members will be better prepared for teaching and research in the field of psychology.

Texts

The texts for the colloquium are listed on the attachment. Colloquium members should note the meeting assignments with regard to which books will be covered during each class meeting.

Course Requirements

Read the required texts as stipulated in the schedule below. Be prepared to respond to objective questions about the content of assigned books even if you did not prepare a review or study guide. **This assignment will contribute 30% of your grade.**

Complete a critical review of one major work as assigned. The review should be 8-10 pages (APA) and include commentary on the contribution of the work to the contemporary practice of psychotherapy and research. The review should be comparable to professional text reviews published in major journals in the field. **This assignment will contribute 40% of your grade.**

Complete a 1-2 page study guide for 2 books as assigned. This assignment will contribute 30% of your grade.

Course Schedule

Class will meet 11:00 AM – 1:00 PM on each of the following Fridays

Friday, September 19

Critical Reviews

Freud's Introductory Lectures

Derek Brown

Jung's Memories, Dreams, Reflections

Tom Davis

Study Guides

Brennan's Readings

Craig Garrett

Erikson's Childhood and Society

Doug Headrick

Frankl's Man's Search for Meaning

Kelly Rinehart

Hunt's The Story of Psychology

Marilyn Wood

Friday, November 7

Critical Reviews

Adler's Individual Psychology

Craig Garrett

Bandura's Social Learning Theory

Doug Headrick

Study Guides

Horney's Our Inner Conflicts

Kelly Rinehart

James' The Varieties of Religious Experiences

Marilyn Wood

May's Man's Search for Himself

Derek Brown

Millon's Toward a New Personology

Tom Davis

Friday, December 5

Critical Reviews

Maslow's Motivation and Personality
Skinner's Beyond Freedom and Dignity

Kelly Rinehart
Marilyn Wood

Study Guides

Rogers' Client-Centered Therapy
Rotter's Development and Application
Sullivan's The Interpersonal Theory
Ginsburg and Opper's Piaget's Theory

Derek Brown
Tom Davis
Craig Garrett
Doug Headrick

BIBLIOGRAPHY

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Bandura, Albert. Social Learning Theory. Englewood Cliffs, N.J.: Prentice-Hall, 1977.

Brennan, James F. Readings in the History and Systems of Psychology. Prentice Hall, 1997

Erikson, Erik H. Childhood and Society. New York: W.W. Norton, 1963.

Frankl, Victor. Man's Search for Meaning. N.Y.: Simon & Schuster, 1984.

Freud, Sigmund. Introductory Lectures on Psychoanalysis. N.Y.: W.W. Norton, 1966.

Ginsburg, Herbert P. and Opper, Sylvia. Piaget's Theory of Intellectual Development. 3rd ed. Englewood Cliffs, NJ: Prentice Hall, 1988.

Horney, Karen. Our Inner Conflicts. N.Y.: W.W. Norton, 1966.

Hunt, Morton. The Story of Psychology. Rev. ed. N.Y.:Anchor, 2007.

James, William. The Varieties of Religious Experiences. New York: The Modern Library, 1962.

Jung, Carl G. Memories, Dreams, Reflections. N.Y.: Vintage Books, 1965.

Maslow, Abraham H. Motivation and Personality, 3rd ed. N.Y.: Harper & Row, 1970.

May, Rollo. Man's Search for Himself. N.Y.: Dell Publishing Co., 1953.

Millon, Theodore. Toward a New Personology. N.Y.: Wiley & Sons, 1990.

Rogers, Carl R. Client-Centered Therapy. Boston: Houghton Mifflin Co., 1951.

Rotter, Julian B. The Development and Application of Social Learning Theory. Westport, Conn.: Praeger Publishers, 1982.

Skinner, B.F. Beyond Freedom and Dignity. N.Y.: Bantam Books, 1980.

Sullivan, Harry Stack. The Interpersonal Theory of Psychiatry. N.Y.: W.W. Norton, 1953.