COURSE SYLLABUS

COUN 6931 Special Topics: Tracing the Development of Psychotherapy in Europe, 3 credit hours
Summer Session I 2015
Overseas Portion May 8 though May 18, 2014

Professor: Margaret L. Bloom, Ph.D.
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Course Description
Study of the development of psychology and the theories of psychotherapy from 19th through mid 20th century. Central tenets of Freudian psychoanalysis, psychodynamic, behavioral and existential theories are examined within the cultural-historical context in which they were developed. Students will learn how theories evolve and adapt to fit each era by reviewing original works by theorists, reading selected cultural-historical narratives and visiting the cities, historical sites and university labs and clinics where psychotherapy developed. Taught in a study-abroad format with one pre and one post-travel campus class meeting. May be taken for academic credit or continuing education hours. Prerequisite: completion of a graduate level introduction to counseling theories course.

Student Learning Objectives
At the completion of the course you will be able to:

Knowledge

1. Describe how theories of psychotherapy and client change reflect the given cultural understandings of abnormal behavior and solutions for human problems and conflicts.
2. Articulate the major concepts of each of the following theories: Freudian psychoanalytic theory, Frankl’s logotherapy, neo-Freudian/psychodynamic, and early Gestalt and behavior theories.

1 The objectives of this course are designed to partially meet CACREP and APA guidelines for doctoral study of history, systems, and counseling theories.
3. Discuss historical understandings of human behavior and mental illness during the Reformation, the Enlightenment, the Age of Reason, the emergence of the scientific method, WWI and WWII.
4. Compare and contrast the socio-cultural and historical contexts in which the psychoanalytic theories of Freud and the early Gestalt, classic behavioral, and existential counseling theories emerged.

Skills
5. Describe how each of the selected theories could be applied to specific counseling problems and client populations in settings where you practice.

Attitudes and Values
6. Reflect on the experiences in each class and how your own history and cultural context influence your understanding of psychotherapy theories.

Course Format and Methods of Instruction
This is a study-abroad course that involves 11 days of travel. Each location serves as the in-situ classroom. Prior to departure the class meets once on campus for orientation. If travel to Marquette is not feasible attendance via videoconference is available. While on the tour classes will be held during transit hours and on-location at sites in Germany and Austria. Upon return, the class will meet a final time on campus for wrap-up or via videoconference call. Instruction includes:
1. Brief didactic lectures by the instructor, the tour guide, and local professors and therapists.
2. Experiential learning as students walk and experience the vibrant cultures of each city and country, eat local foods, and discuss psychotherapy with local experts and clinicians.
3. Guided tours of cultural institutions, museums and historical sites relevant to the development of psychotherapy theories.
4. Assigned readings.

Course Activities
The study abroad course site and D2L course management site (once registered for the 3 credit course) contain all pre-travel information and course materials. Given the uncertain availability of internet and/or wireless access during travel students should download all assigned readings, the course syllabus and assignments to your laptop or ipad using the D2L tool “Build”. Are you new to D2L? Links to tutorials for using D2L are available from your student D2L page.

1. Course Readings
   a. Required text: To be determined.
   b. Additional readings:
      Additional readings about the cities that will be visited, historical, and cultural readings are required. Students are expected to complete the additional readings prior to arrival in each location.
c. **Selected book/monograph:**
   Each student will select a book or monograph by one of the early theorists to read and present to the class when the class visits the city and locations of the selected therapists. This book is also used to complete the written paper. (List of books)

2. **Learning Assignments**
   The instructions and evaluation rubrics for each assignment are posted on the course D2L site.
   a. **Student reflection papers (8)** After each day on location (not in-transit) you will write a one to two page reflection about your learning. The reflection will include your thoughts, feelings, reactions and insights about the day's experiences and your learning.
   b. **Oral report on a selected psychotherapy book or monograph.** Each student signs up to read a book or monograph by a psychotherapy theorist. Students will contribute to class learning by presenting a 15 minute oral summary and commentary of the aspect of theory addressed in the book. This report will be presented to the class at or after a visit to sites relevant to the theory. For example, a report on Viktor Frankl, *Man's Search for Meaning*, when visiting Theresienstadt concentration camp.
   c. **Written report on a selected psychotherapy book or monograph.** In addition to an oral report each student will provide a 5 to 7 page written report with references providing a summary and critique of the theory in respect to contemporary counseling practice.

3. **On-Campus Orientation Classes (2)**
   a. **Pre-departure Orientation Requirement**
      All students studying abroad at Marquette University are required to complete a mandatory online study abroad orientation as part of their application for study abroad.
   b. **Introduction Class**
      All students within a reasonable travel distance to Marquette must attend an on-campus pre-departure introduction class (first course meeting). Students for whom travel to Milwaukee is not feasible are required to attend via videoconference on their campus. Arrangements will be made well in advance of the class. This class will be held in middle to late March. At this session students will meet with their peers going abroad, go over course expectations and requirements and discuss the logistics they will need to know to make their study abroad experience a success.
   c. **Final, Post-Travel Class**
      The final class of this course will be held on campus during the week of May 25.
Course Evaluation and Grades
1. Students earn points on each required course component. A total of 100 points can be earned. Evaluation rubrics used to assign points for each component are posted on the D2L course web-site. Points are assigned in the following manner:
   - Reflection papers, 5 points each for a total of 40 points
   - Oral theory presentation 20 points
   - Written book presentation 25 points
   - Engagement and Class Participation 15 points

2. Grading Scale
   It is assumed that the median grade in graduate courses is an AB (very good). Grades will be assigned using the following scale unless the median score for the class is lower than an AB in which case a modified curve will be used to adjust grades.
   - A = 92 - 100
   - AB = 88 - 91
   - B = 81 - 87
   - CB = 78 - 80
   - C = 73 - 77 (C and below grades do not meet graduate school requirements)

Course Schedule, Travel Itinerary and Assignments

Detailed Travel & Tour Itinerary for COPS 8631 May 8-18, 2015

<table>
<thead>
<tr>
<th>Day by Day Itinerary</th>
<th>Class Focus and Assignments</th>
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<tbody>
<tr>
<td>Class 1 Predeparture TBA</td>
<td>Sign-up for selected book or monograph</td>
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<tr>
<td>Introduction to the Course</td>
<td>Group departure for Vienna</td>
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<td>Review of Travel Details</td>
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<tr>
<td>Issues of conduct and safety</td>
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<tr>
<td>Day 1 Friday May 8, 2014</td>
<td>Class (2 class hours)</td>
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<tr>
<td>Depart Chicago ORD to Vienna</td>
<td>Orientation to Vienna</td>
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<tr>
<td>Day 2 Saturday, May 9</td>
<td>Discussion of the assigned reading</td>
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<tr>
<td>Arrive in Vienna Austria in morning</td>
<td>Reflection 1: Your first day in Vienna due May 10.</td>
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<td>o Time permitting tour director will lead a walking tour of Vienna city center</td>
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<tr>
<td>o Late afternoon class followed by a welcome dinner at a traditional restaurant</td>
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### Day 3  
**Sunday May 10**
Vienna features many excellent sites to set the tone and context of Freud’s early work and the Psychoanalytic Society. **Day 3** will focus on Vienna and the cultural mix of the Ottoman Empire and the Holy Roman Empire (Habsburgs) and Austrian-Hungarian Empire.
- Kunsthistorisches Museum, Imperial Palace (Hofburg),
- Schönbrunn Palace?
- Visit a historic (traditional) coffee house
- If available attend a concert in the evening

**Class touring (6 hours)**
Weather permitting class discussions and presentations will be conducted at sites.
Guided tour about the cultural and historical sights. Content: Victorian era Vienna

Assigned readings discussion directly related to what was considered normal behavior and cultural conflicts and issues for men, women and children. **Reflection Paper 2**

### Day 4
**will focus on Freud and relevant psychoanalytic training sites.**
- Visit Freud House Museum
- Visit University of Vienna and the Medical University of Vienna where Freud studied,
- Tour the Medical Museum
- Interaction with psychoanalytical therapist or attend lecture/meeting with Austrian psychotherapists or possible lecture at the Viktor Frankl Institute.
- Viktor Frankl Institute Museum

**Class touring (6 hours)**
Class will be held on site if possible.
Discussion of Freud’s Famous Cases in light of social cultural context
**Oral Report on Freud**

**Reflection Paper 3**

### Day 5  
**Tuesday May 12**
Travel to Prague
The afternoon will feature a city tour of
- Old Town,
- Astronomical Clock,
- St. Vitus Cathedral and the Prague Castle
- the Clementinum,

**Class (3 hours)**
Class will be held on the bus
Discussion of assigned readings on the Socio-economic and cultural forces in Europe between WWI and WWII
Spread of psychodynamic approaches
**Oral Report**

### Day 6  
**Wednesday May 13**
Travel to Leipzig, Germany with stop in Terezin, Czech Republic
• In Terezin tour the Theresienstadt concentration camp. Viktor Frankl and his family were imprisoned here. Frankl continued work as a doctor, established a camp service of mental health

**Class (3 hours) Terezin.**
Discuss the concentration camp experience of Viktor Frankl, the holocaust and everyday WWII experiences
**Oral Report on Frankl**

**Class after dinner (2 hours) Process the concentration camp tour and relate**
<table>
<thead>
<tr>
<th>Day 7 Thursday May 14</th>
<th>Health care and unit to help camp newcomers overcome shock and grief. Group dinner in Leipzig</th>
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<tr>
<td>In Leipzig</td>
<td>Class at sites (6 hours) Discussion of the impact of The Reformation and discussion of the origins of Psychology as a science. Guided lecture/tour of the Wundt Institute where modern behavioral and experimental psychology was born. Focus on the development of methods to measure behavior and implications for the development of behavioral therapies. Oral Report on Classical Behavior Therapy Reflection paper 4</td>
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<tr>
<td>Walking Tour of historic Leipzig</td>
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<td>Historic sites on the Music Trail and Martin Luther/Reformation sites in Leipzig</td>
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<td>Tour of the University of Leipzig, Wundt Institute for Experimental Psychology</td>
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<td>Wundt Room at the University containing original laboratory equipment.</td>
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<tr>
<th>Day 8 Friday May 15</th>
<th>Health care and unit to help camp newcomers overcome shock and grief. Group dinner in Leipzig</th>
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<tr>
<td>Day 8 Friday May 15</td>
<td>Health care and unit to help camp newcomers overcome shock and grief. Group dinner in Leipzig</td>
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<tr>
<td>Travel to Berlin</td>
<td>Class In Transit and On-site (3 hours) Discussion of West and East German experience after WWII Reflection paper 5</td>
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<td>Guided sightseeing of Berlin</td>
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<td>Berlin Wall Memorial</td>
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<td>Optional evening excursion</td>
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<th>Day 9 Saturday May 16</th>
<th>Health care and unit to help camp newcomers overcome shock and grief. Group dinner in Leipzig</th>
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<tr>
<td>Sites relevant to the historic Psychoanalytic Institute Berlin where Gestalt Therapy and Neo Freudsians such as Karen Horney and Alfred Adler taught and studied such as Berlin Institute for Psychodynamic and Existential Psychotherapy (BITEP) - Karen Horney Institute Remainder of day at leisure</td>
<td>Class on site (6 hours) The importance of Berlin Institute of Psychoanalysis in fostering innovations in psychotherapy. Gestalt Therapy Alfred Adler Psychodynamic Theory Oral Report on Neo-Freudian theories Reflection paper 7</td>
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<tr>
<th>Day 10 Sunday, May 17</th>
<th>Health care and unit to help camp newcomers overcome shock and grief. Group dinner in Leipzig</th>
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<tr>
<td>Berlin Culture and 19th-20th Century History,</td>
<td>Class discussion about the contrasts of Berlin in the 20th Century, Contrasting Berlin as locus of culture and science with the rise of National Socialism. What is abnormal behavior?</td>
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<td>Pergamon Museum</td>
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<td>Jewish Museum Berlin</td>
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<td>Nazi era sights</td>
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<td>Farewell Dinner</td>
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<tr>
<th>Day 11 Monday May 18</th>
<th>Health care and unit to help camp newcomers overcome shock and grief. Group dinner in Leipzig</th>
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<tr>
<td>Return flight to Chicago ORD</td>
<td>Reflection paper 8 will be due in the course D2L drop box Tuesday, May 19.</td>
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<tr>
<th>Post Trip Class</th>
<th>Health care and unit to help camp newcomers overcome shock and grief. Group dinner in Leipzig</th>
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<tr>
<td>Date and Time TBA</td>
<td>Written Paper Due at start of class.</td>
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<td>Applications of psychotherapy methods of each theory to modern day issues</td>
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