

HC 327 EXPERIENTIAL PSYCHOLOGY: Relationships Between Thinking and Feeling
O'Hare campus, Tuesday Evenings, January 4 – March 8, 6:30 p.m. – 9:30 p.m.
Faculty: Peggy St. John, 847-574-4281, Pstjohn@depaul.edu

COMPETENCIES

H-3-A – Can use two or more theories of human psychology to understand and solve problems

H-3-C – Can use theories or models of adult growth and development to understand

H-3-F – Can understand the interrelationship among intellectual, psychological spiritual and physical health in one's own life.

FX – To be negotiated

Learning Experiences: Through the use of lecture, discussion, role-playing, Research and small group activities students will be able to explain the organization of the brain and the multi-mind concept, describe the relationship between thinking and feeling (left and right brain hemispheres, ego states, etc), use the Morris Matrix, identify childhood developmental stages and their tasks, implement change by applying the concepts to one's own development, define the modular mind as it relates to understanding and solving personal and relational conflicts, make personal decisions regarding future growth, understand the relationship between childhood developmental stages and their impact on adult functioning, identify physical and psychological developmental stages, and describe methods of "recovery" from unfinished psychological issues in childhood.

Textbooks and Learning Resources: (will be provided by the instructor in class)

Ornstein, Robert, Multi Mind: A New Way of Looking at Human Behavior

Levin, Pamela, Cycles of Power: A User's Guide to the Seven Seasons of Life

Morris, Frank and Dixie, The Feeling Journey

Evidence of Learning:

H-3-A – a research paper (approx. 8 –10 pages) topics to be discussed in class

H-3-F – two separate, short essays assigned by the instructor to be completed outside class

H-3-C – a weekly, written journal with specific assignments provided by the instructor

FX – to be negotiated

All written assignments (except the journal) must be typed, and double-spaced. Essays must include reference to and quotes from the class textbooks; you *may* include outside sources if you so desire. The research paper must include at least eight sources (**not** including textbooks).

Assessment Criteria:

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| 1) Active participation in class discussions, small group activities, role-plays, exercises | 50pts |
| 2) Journal assignments (each assignment) | 10pts |
| 3) Short essays (each essay) | 25 pts |
| 4) Research paper | 100pts |

Ground Rules:

The experiential nature of the course depends on participation by all students. Therefore, attendance is critical to the learning of individuals as well as the group. If you miss a class (for any reason) it will be your responsibility to make up missed in-class work and submit it to the instructor **NO LATER** than the next class meeting. If you miss a class, you are asked to contact a fellow class member for assignments. While missing any class time (arriving late, leaving early, etc) might make it difficult for you to earn an excellent grade, missing more than one class session will put a satisfactory grade in jeopardy.

Academic Seriousness:

It is expected that students will demonstrate their academic maturity by:

Abiding by the Academic Integrity policy of the University (found in the DPU Student Handbook) participating actively in class activities, interacting respectfully but honestly with fellow students, preparing for each class session and assuming responsibility for their own learning. The degree to which students and faculty arrive at each class meeting with energy and enthusiasm for the learning opportunities is the degree to which everyone's learning will be enhanced. We (instructor and students alike) are all equally responsible for creating a thriving and enjoyable learning community. **N.B.** It is critical that

students understand plagiarism of **any kind** will not be tolerated. We will spend some class time discussing plagiarism and its consequences. Please also refer to <http://pres.depaul.edu/faccouncil/pdf/acadintegrity.pdf>

Incompletes:

Students may request a grade of “Incomplete” if a significant change in circumstances prevents their timely completion of class sessions and/or assignments. The “Incomplete Contract” must include terms for resolving the incomplete and must be submitted by the student and be signed by the instructor. Failure to submit outstanding work by the specified deadline will result in a grade change from an “Inc” to “F”.

TENTATIVE SCHEDULE (subject to change)

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| Week 1 – Jan 4 | Course Overview and Introduction to Brain Function
Assignments: Chapters 1-6 Multi-Mind, Journal Assignment |
| Week 2 – Jan 11 | Discuss Multi-Mind and Introduction to Transactional Analysis
Assignments: Chapters 8 – 11 Multi-Mind, Journal Assignment |
| Week 3 – Jan 18 | Discuss Multi-Mind and Introduction to Emotions/Feelings; Review Handout
Assignments: Handouts from The Feeling Journey, Work on first essay question – Due Jan 25
Journals due Jan 25 |
| Week 4 – Jan 25 | Discuss The Feeling Journey and Introduction to the Morris Matrix, Golden Questions
Assignments: Handouts from The Feeling Journey, Rackets/Ricochets, Journal Assignment |
| Week 5 – Feb 1 | Discuss Rackets and Ricochets
Assignments: Handouts from The Feeling Journey, Reflexions, Journal Assignment |
| Week 6 – Feb 8 | Discuss Reading and Expand Concept of
Assignments: Handouts from The Feeling Journey, Cycles of Power (through page 50)
Journals due 2/15 |
| Week 7 – Feb 15 | Discuss Reading and Introduction of Developmental Stages
Assignments: Read Chapters 2- 5 in Cycles Power |
| Week 8 – Feb 22 | Continue to Explore and Expand Developmental Material
Assignments: Chapters 6 – 7 in Cycles of Power, Journal Assignment |
| Week 9 – March 1 | Wrap up Developmental Material
Assignments: Read Handout, Journal Assignment, Work on 2 nd Essay Question – Due March 8
Complete journal – Due March 8, Research Paper - Due March 8 |
| Week 10 – March 8 | Discuss application and “next steps” in the process of personal growth and closure exercise |

Bring a self addressed stamped envelope to the last class if you would like your final papers returned to you via US mail. Be sure to affix appropriate postage. OR I will leave papers at the front reception desk of the O’Hare campus after 3/30 for you to pick up.

ASSIGNMENT: HAVE A GREAT SPRING BREAK!

Peggy St. John earned a B.A. at Michigan State University and a M.A. in Counseling Psychology at Wayne State University. She is a graduate of the Liberation Psychology Training Center. She is the School for New Learning Associate Program Director at the Barat campus and an adjunct faculty member.