

**Introduction to Clinical and School Psychology, 3 credits**  
**18:830:300:01**  
**Mondays and Wednesdays 8:10 p.m. – 9:30 p.m.**  
**SERC Building, Room 118**  
**Fall, 2013**

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### **I. Course Description:**

Welcome to Introduction to Clinical and School Psychology. This course is intended for undergraduates who are considering careers in applied areas of psychology, specifically focusing on clinical and school psychology. It will provide an overview of professional roles in both specialty areas as well as current topics in educational settings and clinical practice.

Topics include a survey of the professional practice of clinical and school psychology, including the history of each field, theoretical foundations, roles and functions, including assessment and intervention, research base, ethics, work with diverse populations and admission to graduate school. Each overarching topic will be examined from the perspective of both clinical and school psychology. Students will be exposed to different models of professional practice and career paths in schools and clinical mental health settings.

**II. Prerequisites:** A minimum of an introductory course in Psychology (PSY 101)

### **III. Goals & Objectives**

- Become acquainted with the history, ethics, research base, current issues, and professional roles in clinical and school psychology.
- Develop an understanding of types and methods of clinical assessment utilized with children and adults in school and mental health/clinical settings
- Be introduced to examples of evidence-based interventions with a special emphasis on the link between theory and intervention, including ethical practice.
- Increase awareness of the impact of differences in gender, culture, class, race and sexual orientation on effective psychological intervention.
- Understand the nature of professional training for careers as practicing clinical and school psychologists.

#### IV. Tips for Success in the Class:

- Students who attend all or most class meetings generally do best. Classes cover material from the readings, power points, guest lecturers, and group discussion and activities, all of which might be asked about on the midterm and final.
- Completing assigned readings before each class will help you to better understand the course content and get more out of class.
- Class participation is important, both in class and on the online message boards. Since our class is large, a main method of participating will be through the use of the classroom response system of iClicker. You will need to purchase a clicker at the bookstore and register it online on our Sakai site. Clicker points and postings are both ways in which your grade is in your own hands, because a sizable number of points can be earned simply by your participation.
- You will need to complete the readings, take notes in class and study thoroughly to do well on exams. Study guides will be posted on the website to help you prepare.
- Professional class behavior and academic integrity are expected.

#### V. Required Readings:

As a wide range of topics are covered, no one text will be used. Required articles and book chapters will be available on the course website.

#### VI. Course Website

Go to Sakai.rutgers.edu, log in using your netID and password, then click on the class website. We will be making extensive use of this website. Your readings and assignments will be posted here, as well as the most-up-to-date syllabus. Please check the website frequently for any announcements and updates. Additionally, an important part of your participation in this course will be posting comments and responding to the comments of others.

#### VII. Grading:

Grades will be based on class attendance and participation, participation in online discussion boards, two multiple choice exams and a project, chosen from a list of choices. The breakdown will be as follows:

Attendance/Participation	1.5 points/class attended up to total of:	30 points
Online Participation	2 points per week for required posts (not including first and exam weeks)	24 points
Mid-Term Exam	In-class multiple choice	43 points
Final Exam	Cumulative multiple choice	60 points
Project	Assignment chosen from options	43 points
Total Available Points:		200 points

Number of Points	Grade
180 – 200	A
170 – 179.99	B+
160 – 169.99	B
150 – 159.99	C+
140 – 149.99	C
120 – 139.99	D
Below 120	F

**On Line Posting/Participation:** Because this is a large class, we are using on-line posting as a way of promoting some engagement in the ideas of the class where we get to hear from you and you get to hear from one another about what you are thinking and experiencing. There will be several ways of meeting this objective, all located in the “Discussion and Private Messages” section on Sakai. There will be a Question of the Week alternating between clinical and school psychology topics located in Sakai. Some weeks will also give the alternative of engaging in a brief task or experience and writing your reflections on this. You will be required to complete one post a week, and are encouraged to have at least some of your posts respond to a fellow classmate. There will be no posts the last week of class. Overall, you will be expected to post a total of 12 times, with each post worth two points. Questions will be posted on Monday mornings, usually related to the readings/lectures/activities for that coming week, and posts for that week should be in by Sunday. Posts will be counted at Midterm, when you should have your first 6 posts completed, then again at the end of the term, when you should have your next 6 completed. Only posts completed by the time of the final exam will count for the final grade.

**Project:** There will a number of different course project options. This is the part of the course that we hope will let you tailor it to your own interests and goals. You may choose among a range of choices in both Clinical and School. Go to the Resources section and explore the choices, each in their own folder beginning with “Course Project Option.” *You only need to choose one project.* These will be due on December 2<sup>nd</sup>, so we’ll have time to grade them before the end of term. A rubric used for grading projects is available in most of the project folders, and you should check your paper against the rubric’s requirements to earn maximum points.

**Extra Credit:** You may earn up to 10 points of extra credit, or up to an equivalent of 5% added to your grade. You may do this by completing an extra credit project, which involves doing a brief role play of a clinical interview and reflecting on your experience. This will be due on November 18<sup>th</sup>. Extra credit is not required to get an A, but is a way of boosting your grade.

#### **VIII. Additional course policies:**

- **Attendance & missed classes:** Attendance is essential. This is a class where your presence and participation is a significant part of your grade. Class activities, discussions, demonstrations and videos can’t be replicated outside of class.
- **Exams:** Exams for the course use Scantron answer sheets. Please bring #2 pencils with erasers to both exams.
- **Missed Exams:** Only in cases of serious illness, injury, death or illness of family member or other serious events will a make-up exam be possible. Please notify one of the TA’s at least 24 hours before the exam, or in case of emergencies, within 24 hours, to make arrangements. Exams must be made up within one week of the missed exam.
- **Academic Accommodations:** Students requiring accommodations should notify the course instructors of same and provide the necessary documentation supporting the need for accommodations. Advance arrangements for the midterm and final should be made through The Center for Teaching Excellence.

- **Academic Integrity:** University policies on cheating and plagiarism will be adhered to. The University's academic integrity policy can be reviewed at (<http://ctaar.rutgers.edu/integrity/policy.html>)
- **Professionalism and Courteous Classroom Behavior:** Professional practice as clinical and school psychologists requires a high degree of self awareness and sensitivity to others. Because this class is an introduction to these roles, class behavior is expected to resemble the types of behavior required in professional settings. Therefore, it is expected that everyone will do their part to create a focused and engaging learning environment. To that end, cell phone use, texting, side conversations and other behaviors that distract yourself and others will result in loss of attendance/participation points for the day. Cell phones should be turned off and put away at all times.
- **Lateness:** Lateness is inconsistent with professional behavior as practicing clinical and school psychologists; therefore, you are expected to arrive to class on time and remain for the duration of class. This will also enhance the interactive nature of class participation.
- **Clicker Use and Academic Integrity:** Clickers are required for this class and will be used to enhance class participation and the interactive nature of learning experiences. A total of 30 points can be earned spread across 26 classes (1.5 points per class, not including classes during drop/add and the mid-term exam class). This makes allowances for a couple of absences, late arrivals or forgotten clickers. It is expected that each student will use only their own clicker, which you will need to register. Inappropriate use of clickers, such as using multiple clickers on behalf of other students to enter responses, or using another student's clicker, constitutes a violation of academic integrity and will be treated accordingly. Such use is considered cheating.
- **Clicker Points:** If you are having technical problems with your clicker, please speak with the professors/TA's before or after class. You earn clicker points by your participation in whatever clicker activities are part of that night's class. Students are responsible for periodically checking their clicker points and promptly contacting the TA's if there are problems or inaccuracies. We have found that it is easiest to correct any scoring problems when they are detected within 48 hours after class.

#### **How to Register Your iClicker**

- You can now register your clicker directly on Sakai
- Go to the course site on Sakai and click on the iClicker tab on menu of tools on the left side of the webpage.
- Enter your serial number. There is a picture illustrating where to find it.
- Click "register" after entering the number.

**IX. Course calendar (Subject to adjustment if needed.)**

WEEK	Monday Class (Haboush)	Wednesday Class (Skean)
1	NO CLASS: LABOR DAY	<u>Introduction to the Class</u> 9/04/13 <u>Introduction to Clinical Psychology and the Roles and Functions of Clinical Psychologists</u>  <ul style="list-style-type: none"> <li>• Brief History of the Field</li> <li>• What do Clinical Psychologists do?</li> </ul>
2	<u>Introduction to School Psychology</u> 9/09/13  <ul style="list-style-type: none"> <li>• Brief History of the Field</li> <li>• The Importance of Education</li> </ul>	<u>Assessment:</u> 9/11/13  <ul style="list-style-type: none"> <li>• Basic Counseling Skills essential for interviewing and treatment</li> <li>• The Importance of Empathy</li> </ul>
3	<u>Roles and Functions: School Psychologists</u> 9/16/13  <ul style="list-style-type: none"> <li>• What do School Psychologists do? (National and State Trends)</li> <li>• Connecting Kids to Schools</li> </ul> <p><b><i>iClicker required as of today. Points count!</i></b></p>	<u>Assessment:</u> 9/18/13  The Clinical Interview – Adult
4	<u>Assessment:</u> 9/23/13  <ul style="list-style-type: none"> <li>• The Ecological Model and Schools as Systems</li> <li>• Data-Based Problem Solving as a Framework for Assessment</li> </ul>	<u>Assessment:</u> 9/25/13  <ul style="list-style-type: none"> <li>• Psychopathology</li> <li>• DSM</li> </ul>
5	<u>Assessment:</u> 9/30/13  <ul style="list-style-type: none"> <li>• The Clinical Interview – Child</li> <li>• Attachment Theory</li> </ul>	<u>Assessment:</u> 10/02/13  <ul style="list-style-type: none"> <li>• Psychopathology</li> <li>• DSM</li> </ul>
6	<u>Assessment in Schools:</u> 10/07/13  <ul style="list-style-type: none"> <li>• Diagnosis and Classification: IDEA</li> </ul>	<u>Assessment:</u> 10/09/13  <ul style="list-style-type: none"> <li>• Attachment</li> </ul>
7	<u>Assessment in Schools:</u> 10/14/13  <ul style="list-style-type: none"> <li>• Diagnosis and Classification: IDEA</li> <li>• Classification of Disabilities</li> </ul>	<u>Professional Ethics:</u> 10/16/13  <ul style="list-style-type: none"> <li>• On being an ethical professional</li> <li>• APA Ethics Code</li> </ul>
8	<u>Professional Ethics:</u> 10/21/13  <ul style="list-style-type: none"> <li>• Ethics and Working with Children</li> </ul>	<b>MIDTERM EXAM</b> 10/23/13

9	<u>Diversity/Multiculturalism:</u> 10/28/13 <ul style="list-style-type: none"> <li>• Culturally Competent Practice</li> <li>• Overrepresentation of Diverse Youth in Special Education</li> </ul>	<u>Diversity/Multiculturalism:</u> 10/30/13 <ul style="list-style-type: none"> <li>• Culturally Competent Practice</li> </ul>
10	<u>Models of Intervention:</u> 11/04/13 <u>Counseling</u> <ul style="list-style-type: none"> <li>• School Counseling &amp; Play Therapy</li> <li>• Counseling Diverse Youth</li> </ul>	<u>Modes of Intervention:</u> 11/06/13 <ul style="list-style-type: none"> <li>• Importance of Theoretical Models in conceptualizing intervention</li> <li>• Psychodynamic Therapy</li> </ul>
11	<u>Models of Intervention:</u> 11/11/13 <u>Cognitive Testing</u> <ul style="list-style-type: none"> <li>• Assessment and Psychological Testing</li> <li>• History of Intelligence Testing and Racial Segregation in Public Schools</li> </ul>	<u>Models of Intervention:</u> 11/13/13 Cognitive Behavioral Therapy
12	<u>Models of Intervention:</u> 11/18/13 <u>Culturally Diverse Youth</u> <ul style="list-style-type: none"> <li>• Counseling Diverse Youth</li> <li>• Assessment of Diverse Populations</li> <li>• The Achievement and Discipline Gaps</li> <li>• Culturally Relevant Instruction</li> </ul> <b>EXTRA CREDIT ROLEPLAY DUE</b>	<u>Self-Regulation and Neurobiology</u> 11/20/13 <ul style="list-style-type: none"> <li>• Contributions of affective neuroscience to the practice of therapy</li> </ul>
13	<u>Psychological Intervention:</u> 11/25/13 <u>Primary Prevention &amp; The School Psychologist as Consultant</u> <ul style="list-style-type: none"> <li>• Bullying &amp; School Violence: Systems Level Consultation and Prevention</li> <li>• School Climate</li> <li>• Childhood Depression(Guest Speaker)</li> </ul>	11/27/13 NO CLASS THANKSGIVING HOLIDAY <u>University has moved Friday classes to Wednesday</u>
14	<u>Current Issues in School Psychology:</u> 12/02/13 <ul style="list-style-type: none"> <li>• Evidence Based Practice: Positive Psychology School Interventions</li> <li>• Childhood Trauma</li> <li>• Eating Disorders in Elementary Age Children</li> </ul> <b>COURSE PROJECT DUE 12/2/13 by Midnight</b>	<u>Current Issues in Clinical Psychology:</u> 12/04/13 <ul style="list-style-type: none"> <li>• Evidence Based Practice</li> <li>• Challenges of 21<sup>st</sup> Century Practice</li> </ul>
15		<u>Review for Final</u> 12/11/13 <ul style="list-style-type: none"> <li>• Optional Class reviewing for final</li> <li>• Early date for final for those with exam conflicts</li> </ul>

16		<b>FINAL EXAM WILL BE HELD DURING THE EXAM PERIOD IN THE ASSIGNED TIME: Wednesday, December 18, 8:00 p.m. to 11:00 p.m.</b>
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## X. Readings and Assignments by Week:

### Week 1

Roles and Functions of Clinical Psychologists September 4, 2013

Trull, T. (2005). Clinical Psychology. 7<sup>th</sup> Edition. Belmont, CA: Wadsworth, Cengage Learning. (pp. 3-29)

### Week 2

Introduction to School Psychology and Schooling September 9, 2013

US News and World Report. Best careers 2009, 2011, 2013: School psychologist (Three brief readings)

Assessment: Basic Counseling Skills September 11, 2013

Nichols, M. (1995). The lost art of listening. New York: Guilford. (pp. 9-22)

- Bring to class from Sakai Resources: Basic Helping Model and Summary of Basic Attending Skills

### Week 3

Roles and Functions of School Psychologists September 16, 2013  
The Importance of Connecting Kids to Schools

Tharinger, D., Pryzwansky, W.B. & Miller, J. (2008). School psychology: A specialty of professional psychology with distinct competencies and complexities. Professional Psychology: Research and Practice, 39, **READ ONLY pp. 529-534.**

Sulkowski, M.L., Demaray, M.K., & Lazarus, P.J. (2012). Connecting students to school to support their emotional well-being and academic success. Communique Online, 40, **READ ONLY pp. 1-3.**

Assessment: The Clinical Interview – Adult September 18, 2013

Bender, S., & Messner, E. (2003). Becoming a therapist: What do I say, and why?. New York: Guilford. (pp. 19-66)

### Week 4

Ecological Model of Assessment and Schools as Systems September 23, 2013

Curtis, M.J., Castillo, J.M., & Gelley, C. (2012). School psychology 2010: Demographics, employment, and the context for professional practices---part 1. Communique Online, 40, **READ ONLY pp. 2-4.**

Castillo, J.M., Curtis, M.J., & Gelley, C. (2012). School psychology 2010---part 2: School psychologist's professional practices and implications for the field. Communique Online, 40, **READ ONLY pp. 1-3**

Lennox, N., Marino, R., Frasier, S., & Englehart, C. (2010). Report of the salaries, negotiations, and professional issues of New Jersey school psychologists. NJASP Report **READ ONLY pp.2-8.**

Assessment: Psychopathology and the DSM

September 25, 2013

LaBruzza, A. (1994). Using DSM-IV: A clinician's guide to psychiatric diagnosis. Northvale, NJ: Jason Aronson Inc. (**Read pp. 17-36**). *Page 1-40 are available on Sakai for those with an interest in the history of diagnosis, but only 17-36 are required.*

## Week 5

Assessment : The Clinical Interview---Child

September 30, 2013

Merrell, K.W. (2008). Behavioral, social, and emotional assessment of children and adolescents (READ ONLY pp. 134-142). LEA: New York.

NASP: Continuum of Mental Health Services

Assessment: Psychopathology and the DSM

October 2, 2013

To be announced.

## Week 6

Assessment: Diagnosis and Classification – IDEA

October 7, 2013

Merrell, K.W, Ervin, R.A., & Gimpel, G.A. ( 2006). School psychology for the 21<sup>st</sup> century: Foundations and practices New York: Guilford . (**READ pp. 113-121**).

SAKAI RESOURCES WEEK 6 & 7 ; IDEA, 504, Code----BE SURE TO USE THESE AS STUDY GUIDES, TOO!

Assessment: Attachment in Adults

October 9, 2013

Wallin, D. (2007). Attachment in psychotherapy. New York: Guilford. (pp. 9-24). *(Document goes to page 58 and is highly recommended for those of you with an interest in the topic, but only 9-24 is required.)*

## Week 7

Assessment in Schools: IDEA Classification of Disabilities

October 14, 2013

Merrell, K.W, Ervin, R.A., & Gimpel, G.A. ( 2006). School psychology for the 21<sup>st</sup> century: Foundations and practices New York: Guilford . (**READ ONLY pp. 126-128**).

Tomasini, L. (2010). Outside looking in: Straddling the fence between private practice and school psychology. New Jersey Psychologist, 60, 22-24

Professional Ethics

October 16, 2013

American Psychological Association (2010). Ethical principles of psychologists and code of Conduct (2002, amended June 1, 2010). Retrieved from <http://www.apa.org/ethics/code>. *You don't need to learn all the details of the Code, just generally familiarize yourself with the 5 General Principles and the 10 areas of the Ethical Standards.*



Lefkowitz, J. (2003). Ethics and values in industrial organizational psychology. Mahwah, NJ: Lawrence Erlbaum. (pp. 190-194) "What is a Profession?" (Discussed in class, summarized on Powerpoint Lecture Notes)

### **Week 8**

#### Professional Ethics in Working with Children

October 21, 2013

Merrell, K.W., Ervin, R.A., & Gimpel, G.A.(2006). School psychology for the 21<sup>st</sup> Century: Foundations and practices. NY: Guilford (**READ pp. 129-137**).

#### **MIDTERM EXAM:**

**October 23, 2013**

### **Week 9**

#### Multicultural Issues in School Psychology

October 28, 2013

Ortiz, S.O., & Flanagan, D.P. (2002). Best practices in working with culturally diverse children and families. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology IV (**READ pp. 338-348**)

#### Multicultural Issues in Clinical Psychology

October 30, 2013

La Roche, M. (2005). The cultural context and the psychotherapeutic process: Toward a culturally sensitive psychotherapy. Journal of Psychotherapy Integration, 15(2), 169-185.

### **Week 10**

#### Models of Intervention: School Counseling and Play Therapy

November 4, 2013

Tharinger, D., & Stafford, M. (1995). Best practices in individual counseling of elementary-age students. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology III (**READ ONLY pp. 894 – up to pg. 899 –stop at "Knowledge" section; & pp. 900-904**). Washington, DC: National Association of School Psychologists.

O'Connor, K. (2002). The value and use of interpretation in play therapy. Professional Psychology: Research and Practice, 33, **READ ONLY pp.223-226**)

#### Models of Intervention: Psychoanalytic

November 6, 2013

Shedler, J. (2006). That was then, this is now: Psychoanalytic psychotherapy for the rest of us. An abridgement of this article will be available on Sakai; the full article is at:  
[http://www.psychsystems.net/Publications/Shedler/Shedler%20\(2006\)%20That%20was%20then,%20this%20is%20now%20R7.pdf](http://www.psychsystems.net/Publications/Shedler/Shedler%20(2006)%20That%20was%20then,%20this%20is%20now%20R7.pdf)

### **Week 11**

#### Models of Intervention: Assessment and Psychological Testing

November 11, 2013

Kozol, J. (1991). Savage inequalities. New York: Crown Publishers (**READ ONLY pp. 137-145**).

Models of Intervention: Cognitive Behavioral

November 13, 2013

Beck, J.S. (1995). Cognitive therapy: Basics and beyond. New York: Guilford. (pp. 1-24)

**Week 12**

Psychological Intervention:

November 18, 2013

Assessment, Achievement & Suspension Rates of Diverse Populations

Eitle, T.M., & Eitle, D.J. (2004). Inequality, segregation, and the resegregation of African Americans in school suspensions. Sociological Perspectives, 47, **READ ONLY PAGES 271-274.**

NASP Position Statement: Racial & Ethnic Disproportionality

Current Developments in Intervention:  
Self-Regulation and Neurobiology

November 20, 2013

Cappas, N. et al. (2005). What psychotherapists can begin to learn from neuroscience: Seven principles of a brain-based psychotherapy. Psychotherapy: Theory, Research, Practice, Training, 42, 374-383.

**Week 13**

Psychological Intervention:

November 25, 2013

School Violence: Indirect/Systems Level Consultation & Prevention

Walker, H.M., & Shinn, M. (2002). Structuring school based interventions to achieve integrated primary, secondary, & tertiary prevention . (**READ ONLY pp. 6-10**). In H.M. Walker,(2005) M.Shinn & G. Stoner (Eds.) Interventions for academic and behavior problems II: Preventive and remedial approaches. Bethesda, Maryland: NASP

NASP Position Statement on School Violence.

NO CLASS: THANKSGIVING HOLIDAY

November 27, 2013

**Week 14**

Current Issues in School Psychology:

December 2, 2013

Eating Disorders and Trauma in Children

Haboush, K.L., Selman, J., S., & Sievering, K. (2008). Traumatized youth: New roles for school psychologists. In D.H. Molina (Ed.) School Psychology: 21<sup>st</sup> century issues and challenges (**READ ONLY pp. 133 through 136**). Nova Science: New York.

Current Issues in Clinical Psychology: Evidence Based Practice

December 4, 2013

McWilliams, N. (2005). Preserving our humanity as therapists. Psychotherapy: Theory, Research, Practice, Training, 42, 139-151.

Spring, B. (2007). Evidence based practice in clinical psychology: What it is, why it matters: what you need to know. Journal of Clinical Psychology, 63, 611-631.

**Week 15**

Psychological Intervention:

December 9, 2013

Selected therapy interventions as examples of theories in action.