

Introduction to Clinical and School Psychology, 3 credits
13:830:300:01
Mondays and Wednesdays 8:10 p.m. – 9:30 p.m.
SERC Building, Room 111
Fall, 2016

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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 “Forum” 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 13th, 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 21st. 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. We do offer a one-time early final, given on the last day of regular classes for those who have exam conflicts, three exams in a 24-hour period or other reasons approved by the instructors.
- **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. Please be aware that clickers are used throughout each class, so coming late or leaving early could impact your points registering for the night. Students are responsible for checking their clicker points on a weekly basis 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.



These are the clickers to purchase. The one on the left is the first generation clicker and will work fine if you happen to have one. The one on the right is the current generation of the simple clicker and the one the bookstore has in stock. If you happen already to have a fancier iClicker with an LCD screen, that will work also, but it is more expensive, and this simple clicker works for our needs. Other brands (like Turning Technologies) unfortunately won’t work.

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.
- 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 (Zumas)	Wednesday Class (Skean)
1	NO CLASS: LABOR DAY	<u>Introduction to the Class</u> 9/07/16 <u>Introduction to Clinical Psychology and the Roles of Clinical Psychologists</u> <ul style="list-style-type: none"> • Brief History of the Field • What do Clinical Psychologists do?
2	<u>Introduction to School Psychology</u> 9/12/16 <u>Roles of School Psychologists</u> <ul style="list-style-type: none"> • Brief History of the Field • What do School Psychologists do? 	<u>Assessment:</u> 9/14/16 <ul style="list-style-type: none"> • Basic Counseling Skills essential for interviewing and treatment • The Importance of Empathy
3	<u>Assessment:</u> 9/19/16 <ul style="list-style-type: none"> • What do School Psychologists do? • The Ecological Model and Schools as Systems <p><i>Clicker required as of today. Points count!</i></p>	<u>Assessment:</u> 9/21/16 The Clinical Interview – Adult
4	<u>Assessment:</u> 9/26/16 <ul style="list-style-type: none"> • Referral Process in Schools • Data-Based Problem Solving as a Framework for Assessment • Comprehensive Multimodal Assessment 	<u>Assessment:</u> 9/28/16 <ul style="list-style-type: none"> • Psychopathology • DSM
5	<u>Assessment:</u> 10/3/16 <ul style="list-style-type: none"> • IDEA • 504 Plans 	<u>Assessment:</u> 10/5/16 <ul style="list-style-type: none"> • Psychopathology • DSM
6	<u>Assessment:</u> 10/10/16 <ul style="list-style-type: none"> • The Clinical Interview – Child • Attachment 	<u>Assessment:</u> 10/12/16 <ul style="list-style-type: none"> • Attachment
7	<u>Assessment</u> 10/17/16 <ul style="list-style-type: none"> • Assessment and Psychological Testing • History of Intelligence Testing and Racial Segregation in Public Schools • Assessment of Diverse Populations • Social/Emotional, Behavior, Adaptive, and Academic Assessments 	<u>Professional Ethics:</u> 10/19/16 <ul style="list-style-type: none"> • On being an ethical professional • APA Ethics Code

8	<u>Professional Ethics:</u> 10/24/16 <ul style="list-style-type: none"> Ethics and working with children 	MIDTERM EXAM 10/26/16
9	<u>Diversity/Multiculturalism:</u> 10/31/16 <ul style="list-style-type: none"> Culturally Competent Practice Overrepresentation of Diverse Youth in Special Education The Achievement and Discipline Gaps Culturally Relevant Instruction 	<u>Diversity/Multiculturalism:</u> 11/2/16 <ul style="list-style-type: none"> Culturally Competent Practice
10	<u>Models of Intervention:</u> 11/7/16 <ul style="list-style-type: none"> School Counseling School-Based Clinics Counseling Diverse Youth 	<u>Models of Intervention:</u> 11/9/16 <ul style="list-style-type: none"> Importance of Theoretical Models in conceptualizing intervention Psychodynamic Therapy
11	<u>Models of Intervention:</u> 11/14/16 <ul style="list-style-type: none"> Prevention and Intervention Services: Multi-Tier System of Supports Academic/learning interventions Mental health interventions Behavioral Interventions Consultation 	<u>Models of Intervention:</u> 11/16/16 <ul style="list-style-type: none"> Cognitive Behavioral Therapy
12	<u>Models of Intervention:</u> 11/21/16 <ul style="list-style-type: none"> Prevention and intervention services: Multi-Tier System of Supports Academic/learning interventions Mental health interventions Behavioral interventions Consultation EXTRA CREDIT ROLEPLAY DUE	<p style="text-align: center;">NO CLASS THANKSGIVING HOLIDAY</p> <ul style="list-style-type: none"> <u>University has moved Friday classes to Wednesday</u>
13	<u>Current Issues in School Psychology:</u> 11/28/16 <ul style="list-style-type: none"> Sleep, School Start Times, and School Functioning 	<u>Self-Regulation and Neurobiology</u> 11/30/16 <ul style="list-style-type: none"> Contributions of affective neuroscience to the practice of therapy
14	<u>Current Issues in School Psychology:</u> 12/5/16 <ul style="list-style-type: none"> School Violence, Bullying Crisis Preparedness, Response, and Recovery 	<u>Current Issues in Clinical Psychology:</u> 12/7/15 <ul style="list-style-type: none"> Trauma and Trauma Treatment

15	<u>Current Issues in Clinical Psychology:</u> <ul style="list-style-type: none"> Evidence Based Practice Challenges of 21st Century Practice <p>COURSE PROJECT DUE <u>TUESDAY 12/13/16</u> by Midnight</p>	<u>12/12/16</u> <u>Review for Final</u> <u>12/14/16</u> Optional Class reviewing for final Early exam date for those with conflict
16		<p><u>FINAL EXAM WILL BE HELD DURING THE EXAM PERIOD IN THE ASSIGNED TIME: Wednesday, December 21, 8:00 p.m. to 11:00 p.m. in our classroom</u></p>

X. Readings and Assignments by Week:

Week 1

Roles and Functions of Clinical Psychologists

September 9, 2016

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

OPTIONAL: Prinstein, M.J., Choukas-Bradley, S.C., & Guan, K. (2013). Deciding to apply and successfully gaining admission to graduate schools in psychology. In M. Prinstein (Ed.), The portable mentor: Expert guide to a successful career in psychology, 2nd Edition. (pp. 13-44). New York: Kluwer Academic/Plenum Publishers.

Many students in the class are considering graduate school in psychology or psychology-related professions. This is a good and comprehensive article that you may find answers a lot of your questions.

Week 2

Introduction to School Psychology

September 12, 2016

Roles and Functions of School Psychologists

US News and World Report. Best careers 2013: School psychologist

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.

Assessment: Basic Counseling Skills

September 14, 2016

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

Ecological Model of Assessment and Schools as Systems

September 19, 2016

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.**

Seymour, S. (2002) The encapsulated school system (**READ ONLY pgs. 9-16**)

Assessment: The Clinical Interview – Adult

September 21, 2016

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

Week 4

Assessment: Referral Process, Data-Based Decision Making,
and Multimodal Assessment

September 26, 2016

Fagan, & Wise. P. (2002) Roles & functions of school psychologists. **READ ONLY 117-130**

Assessment: Psychopathology and the DSM

September 28, 2016

Sanders. J.L. (2010). A distinct language and a historic pendulum: The evolution of the diagnostic and statistical manual of mental disorders. *Archives of Psychiatric Nursing*, 1-10.

Week 5

Assessment: Diagnosis and Classification – IDEA

October 3, 2016

Merrell, K.W, Ervin, R.A., & Gimpel, G.A. (2006). School psychology for the 21st century: Foundations and practices New York: Guilford.

Categories of Disability Under IDEA (2012). National Dissemination Center for Children with Disabilities. http://www.parentcenterhub.org/wp-content/uploads/repo_items/gr3.pdf

Assessment: Psychopathology and the DSM

October 5, 2016

Watch the Video of Dr. Terry Wilson discussing his work on the Eating Disorders Workgroup for DSM-5, available on our Sakai site by clicking the “Streaming Video Browser” tab. A summary of the major points of this video is also available in the Clinical Readings in the Resource Section.

Week 6

Assessment: The Clinical Interview – Child; Attachment

October 10, 2016

Kennedy, J. H., & Kennedy, C. E. (2004). Attachment theory: Implications for school psychologists. *Psychology in the Schools*, 4, 247-259.

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

Assessment: Attachment in Adults

October 12, 2016

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: Cognitive Testing

October 17, 2016

Urbina, S. (2014). Introduction to psychological testing. *Essentials of psychological testing*. John Wiley & Sons.

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,

Professional Ethics

October 19, 2016

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 24, 2016

Merrell, K.W., Ervin, R.A., & Gimpel, G.A.(2006). School psychology for the 21st Century: Foundations and practices. NY: Guilford

MIDTERM EXAM:

October 26, 2016

Week 9

Multicultural Issues in School Psychology

October 31, 2016

Kozol, J. (1991). Savage inequalities. New York: Crown Publishers

Kozol, J. (2002). Still separate, still unequal. Harper's.

Sullivan, A.L., A'Vant, E., Baker, J., Chandler, D., Grosso, S., McKinney, E., & Sayles, T. (2009). Confronting inequity in special education, Part 1: Understanding the problem of disproportionality. Communique, 38, (READ ONLY pp. 1-5)

Sagar, H. A., & Schofield, J. W. (1980). Racial and behavioral cues in black and white children's perceptions of ambiguously aggressive acts. *Journal of Personality and Social Psychology*, 39(4), 590-598.

Multicultural Issues in Clinical Psychology

November 2, 2016

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

APA. (2003). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists. American Psychologist, 58, 377-402.

Week 10

Models of Intervention: School Counseling and Play Therapy

November 7, 2016

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 – 904). Washington, DC: National Association of School Psychologists.

Landreth, G. (2002). Therapeutic limit setting in the play therapy relationship. Professional Psychology: Research and Practice, 33, 529-533.

NASP: Continuum of Mental Health Services

Models of Intervention: Psychodynamic

November 9, 2016

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: Multi-Tier System of Supports

November 14, 2016

Braswell, A., Clement, C., Coleman, V., Scrogan, A., Tolliver, S., & Woods, L. (2007, May). *Pyramid of interventions: Parent guide*. Retrieved from <http://www.cpsk12.org/schools/policies-guidelines/pyramid-of-intervention>

Gutkin, T.B., & Curtis, M. J. (2008). School-Based consultation theory and practice: The art and science of indirect service delivery. In C. R. Reynolds and T. B. Gutkin (Eds.), *The Handbook of School Psychology* (598-603). New York: John Wiley & Sons, Inc. (**READ ONLY 598-604**)

Models of Intervention: Cognitive Behavioral

November 16, 2016

British Association for Behavioural and Cognitive Psychotherapies (2005). What is CBT? (Downloaded from their website at: <http://www.babcp.com/Public/What-is-CBT.aspx>)

Week 12

Models of Intervention: Multi-Tier System of Supports

November 21, 2016

Braswell, A., Clement, C., Coleman, V., Scrogan, A., Tolliver, S., & Woods, L. (2007, May). *Pyramid of interventions: Parent guide*. Retrieved from:
<http://www.cpsk12.org/schools/policies-guidelines/pyramid-of-intervention>

Gutkin, T.B., & Curtis, M. J. (2008). School-Based consultation theory and practice: The art and science of indirect service delivery. In C. R. Reynolds and T. B. Gutkin (Eds.), *The Handbook of School Psychology* (598-603). New York: John Wiley & Sons, Inc. (**READ ONLY 598-604**)

NO WEDNESDAY CLASS: THANKSGIVING HOLIDAY

November 23, 2016

Week 13

**Current Issues in School Psychology:
Sleep, School Start Times, and School Functioning**

November 28, 2016

Doheny, K. (2011). Night owls' poor sleep habits can hurt grades. *US News and World Report*. Retrieved from http://usatoday30.usatoday.com/yourlife/parenting-family/2011-06-17-students-sleep-grade_n.htm

**Current Developments in Intervention:
Self-Regulation and Neurobiology**

November 30, 2016

Van der Kolk, B. (2014). The body keeps the score: Brain, mind and body in the healing of trauma. New York: Viking. pp. 74-86.

Week 14

**Current Issues in School Psychology:
School Violence, Bullying, and Crisis Preparedness and Response**

December 5, 2016

Haboush, K.L., Selman, J., S., & Sievering, K. (2008). Traumatized youth: New roles for school psychologists. In D.H. Molina (Ed.) School Psychology: 21st century issues and challenges (**READ ONLY UP TO pg 10**). Nova Science: New York.

**Psychological Intervention:
Trauma and Trauma Treatment**

December 7, 2016

Felitti, M. D., et al. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. American Journal of Preventive Medicine, 14(4), 245-258. *This is an often cited study which brought attention to the lifelong health consequences of childhood trauma, usually referred to as the "ACE Study." It's fine just to skim this for the main point of its linking cumulative, severe stresses of childhood to later health outcomes.*

Van der Kolk, B. (2014). The body keeps the score: Brain, mind and body in the healing of trauma. New York: Viking. pp. 51-73.

Week 15

Current Issues in Clinical Psychology: Evidence Based Practice

December 12, 2016

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.