

Introduction to Clinical and School Psychology, 3 credits
18:830:300:01
Mondays and Wednesdays 6:40 p.m. – 8:00 p.m.
Pharmacy Building, Room 111
Fall, 2019

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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. We hope it will help you learn more about the field and answer questions you may have as you plan for your future.

We will begin with an overview of the professional practice of clinical and of school psychology, including the history of each field, theoretical foundations, roles and functions. We will explore assessment and intervention, the 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 Canvas 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 before each exam to help you prepare.
- Professional class behavior and academic integrity are expected.

V. Required Readings:

The good news is that this class does not require you to purchase an expensive textbook. As a wide range of topics are covered, no one text will be used. Readings will consist of articles and book chapters which will be available on the course website.

VI. Course Website:

Go to <https://canvas.rutgers.edu> and 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 are based on class attendance, 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	2 points/class attended up to total of:	45 points	15% of grade
Online Participation	2.5 points/week for required posts (not including first and exam weeks)	30 points	10% of grade
Midterm Exam	In-class multiple choice	60 points	20% of grade
Final Exam	Cumulative multiple choice	90 points	30% of grade
Project	Assignment chosen from options	75 points	25% of grade
Total Available Points:		<hr/> 300 points	

Number of Points	Grade
270 – 300	A
255 – 269.99	B+
240 – 254.99	B
225 – 239.99	C+
210 – 224.99	C
195 – 209.99	D
Below 180	F

Online Posting/Participation: Because this is a large class, we are using online posting as a way of promoting 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 a Question of the Week alternating between clinical and school psychology topics located in Canvas, with a link in the module for that week. 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 Sundays, usually related to the readings/lectures/activities for that coming week, and posts for that week should be in by the following 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 be 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 covering both Clinical and School psychology. Go to the Assignment 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 Tuesday, November 19th, 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 15 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 Tuesday, November 5th. Extra credit is not required to get an A, but is a way of boosting your grade. We find in the final tally that it often makes about a half-grade difference (e.g., the difference between a B+ and an A or a B and a B+).

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 TAs 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 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 is discouraged. We ask that your cell phones be turned off and put away.
- **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/TAs 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 TAs 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. If you happen to already have a fancier, newer generation 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 within Canvas

- Log into Canvas and select this course.
- Click the iClicker link in the left navigation pane.
- Click iClicker registration.
- Enter your iClicker remote number (on the back of your device) and click “Register.”

IX. Course Calendar (Subject to adjustment if needed.)

WEEK	Monday Class (Skean)	Wednesday Class (Eichert)
1	<p>NO CLASS: LABOR DAY</p>	<p><u>Introduction to the Class</u> 9/04/19 <u>Introduction to School Psychology and the Roles of School Psychologists</u></p> <ul style="list-style-type: none"> • Brief History of the Field • Who are school psychologists? • What do school psychologists do?
2	<p><u>Introduction to Clinical Psychology</u> 9/9/19 <u>Roles of Clinical Psychologists</u></p> <ul style="list-style-type: none"> • Brief History of the Field • What do clinical psychologists do? 	<p><u>Foundations of School Psychology</u> 9/11/19</p> <ul style="list-style-type: none"> • What do school psychologists do? • Differentiation between SP’s and other school professionals • The Ecological Model and Schools as Systems
3	<p><u>Assessment:</u> 9/16/19</p> <ul style="list-style-type: none"> • Basic Counseling Skills essential for interviewing and treatment • The Importance of Empathy <p><i>iClicker required as of today. Points count!</i></p>	<p><u>Assessment:</u> 9/18/19</p> <ul style="list-style-type: none"> • School Connectedness • Section 504
4	<p><u>Assessment:</u> 9/23/19</p> <p>The Clinical Interview – Adult</p>	<p><u>Assessment:</u> 9/25/19</p> <ul style="list-style-type: none"> • IDEIA and Special Education • Disability categories • School Psychologists in Special Education
5	<p><u>Assessment:</u> 9/30/19</p> <ul style="list-style-type: none"> • Psychopathology • DSM 	<p><u>Assessment:</u> 10/02/19</p> <ul style="list-style-type: none"> • Referral process in schools • Data-based problem solving model • Comprehensive multi-modal assessment

6	<u>Assessment:</u> 10/07/19 <ul style="list-style-type: none"> • Psychopathology • DSM 	<u>Assessment:</u> 10/09/19 <ul style="list-style-type: none"> • Assessment and Psychological Testing • History of Intelligence Testing • Social/Emotional, behavioral, adaptive, and academic assessment
7	<u>Attachment:</u> 10/14/19 <ul style="list-style-type: none"> • Attachment 	<u>Attachment:</u> 10/16/19 <ul style="list-style-type: none"> • The Clinical Interview – Child • Attachment Theory
8	<u>Professional Ethics:</u> 10/21/19 <ul style="list-style-type: none"> • On being an ethical professional • APA Ethics Code 	MIDTERM EXAM 10/23/19 Multiple Choice Exam Bring your #2 pencils!
9	<u>Diversity/Multiculturalism:</u> 10/28/19 <ul style="list-style-type: none"> • Culturally Competent Practice 	<u>Professional Ethics:</u> 10/30/19 <ul style="list-style-type: none"> • Ethics and Working with Children
10	<u>Models of Intervention:</u> 11/04/19 <ul style="list-style-type: none"> • Theoretical Models in Conceptualizing Intervention • What works in psychotherapy EXTRA CREDIT ROLEPLAY DUE TUESDAY, 11/05/19 By Midnight	<u>Diversity/Multiculturalism:</u> 11/06/19 <ul style="list-style-type: none"> • Culturally Competent Practice • Overrepresentation of Diverse Youth in Special Education • The Achievement and Discipline Gaps Culturally Relevant Instruction
11	<u>Self-Regulation & Neurobiology:</u> 11/11/19 <ul style="list-style-type: none"> • Contributions of affective neuroscience to the practice of therapy 	<u>Models of Intervention:</u> 11/13/19 <ul style="list-style-type: none"> • School Counseling • Individual and group counseling interventions • Consultation
12	<u>Current Issues in Clinical Psychology:</u> 11/18/19 <ul style="list-style-type: none"> • Evidence Based Practice • Challenges of 21st Century Practice COURSE PROJECT DUE TUESDAY 11/19/19 by Midnight	<u>Models of Intervention:</u> 11/20/19 <ul style="list-style-type: none"> • Prevention and Intervention Services: Multi-Tier System of Supports • Mental Health Interventions • Behavioral Interventions • Social-Emotional Learning • Academic/learning Interventions

13	<u>Addictions:</u> 11/25/18 Guest Speaker: Dr. Matthew Lee	NO CLASS HAPPY THANKSGIVING!!
14	<u>Current Issues in Clinical Psychology:</u> 12/02/19 <ul style="list-style-type: none">Trauma and Trauma Treatment	<u>Current Issues in School Psychology:</u> 12/04/19 <ul style="list-style-type: none">School Violence, Bullying Crisis Preparedness, Response, and Recovery
15	<u>Current Issues in School Psychology:</u> 12/09/19 TBD	<u>Review for Final</u> 12/11/19 Optional Class reviewing for final (It's not a clicker point night) Early exam date for those with conflicts with the regularly scheduled exam date.
16	FINAL EXAM WILL BE HELD DURING THE EXAM PERIOD IN THE ASSIGNED TIME: Monday, December 16th, 8:00 p.m. to 11:00 p.m. in our classroom	

X. Readings and Assignments by Week:

Week 1

Introduction to School Psychology
Roles and Functions of School Psychologists

September 4, 2019

US News and World Report. Best careers 2017: 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.

Week 2

Roles and Functions of Clinical Psychologists

September 9, 2019

Pomerantz. (2017). Clinical psychology: Science, practice and culture. 4th Edition. Los Angeles, CA: Sage Publications. (Chapter 1, pp. 2-20)

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.

Foundations of School Psychology

September 11, 2019

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

NASP. (2014). Who are school psychologists?

Week 3

Assessment: Basic Counseling Skills

September 16, 2019

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2017). *Clinical interviewing: 6th Edition*. Hoboken, NJ: John Wiley & Sons. (Chapter 1, pp. 3-30)

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

Assessment: School Psychologists in Special Ed, IDEIA, Section 504

September 18, 2019

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

Fagan, & Wise. P. (2002) Roles & functions of school psychologists. **READ ONLY 115-117**

Week 4

Assessment: The Clinical Interview – Adult

September 23, 2019

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2017). *Clinical interviewing: 6th Edition*. Hoboken, NJ: John Wiley & Sons. (Chapters 4 and 5, pp. 113-180)

Assessment: Referral Process and Data-based problem solving.

September 25, 2019

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

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

Week 5

Assessment: Psychopathology and the DSM

September 30, 2019

Pomerantz. (2017). Clinical psychology: Science, practice and culture. 4th Edition. Los Angeles, CA: Sage Publications. (Chapter 7, pp. 142-169)

Assessment: Psychological Testing

October 2, 2019

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

Week 6

Assessment: Psychopathology and the DSM

October 7, 2019

Watch the Video of Dr. Terry Wilson discussing his work on the Eating Disorders Workgroup for DSM-5, available on our Canvas 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.

Assessment: Clinical Interview-Child, Attachment

October 9, 2019

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.

Week 7

Assessment: Attachment in Adults

October 14, 2019

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.)

Professional Ethics in Working with Children

October 16, 2019

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

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

Week 8

Professional Ethics

October 21, 2019

Pomerantz. (2017). Clinical psychology: Science, practice and culture. 4th Edition. Los Angeles, CA: Sage Publications. (Chapter 5, pp. 95-119)

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)

MIDTERM EXAM:

October 23, 2019

Week 9

Multicultural Issues in Clinical Psychology

October 28, 2019

American Psychological Association. (2017). Multicultural guidelines: An ecological approach to context, identity, and intersectionality.
Retrieved from <http://www.apa.org/about/policy/multicultural-guidelines.pdf>
Read over the basic list of guidelines on pp. 4-5. The rest the document expands on these.

McIntosh, P. (1989). "White Privilege: Unpacking the Invisible Knapsack" first appeared in Peace and Freedom Magazine, July/August, 1989, pp. 10-12, a publication of the Women's International League for Peace and Freedom, Philadelphia, PA.

Multicultural Issues in School Psychology

October 30, 2019

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,

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

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)

Week 10

Models of Intervention and What Works in Psychotherapy

November 4, 2019

Norcross, J. (2010). The therapeutic relationship. In B. Duncan, S. Miller, B. Wampold, & M. Hubble (Eds.) *The heart and soul of change*. Washington, D.C.: APA. (pp. 113-141).

OPTIONAL READINGS: For those of you who are interested in exploring one or both of two major theoretical orientations in the field (psychodynamic and cognitive behavioral).

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 Canvas; 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)

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>)

Models of Intervention: School Counseling

November 6, 2019

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.

Week 11

Current Developments in Intervention: Self-Regulation and Neurobiology

November 11, 2019

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.

Models of Intervention and Prevention

November 13, 2019

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**)

NASP: Continuum of Mental Health Services

Week 12

Current Issues in Clinical Psychology: Evidence Based Practice

November 18, 2019

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.

Models of Intervention: MTSS, School Connectedness, SEL

November 20, 2019

Forman, S. G., & Crystal, C. D. (2015). Systems consultation for multitiered systems of supports (MTSS): Implementation issues. *Journal of Educational and Psychological Consultation*, 25(2-3), 276-285.

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.**

Week 13

Addictions and Their Treatment

November 25, 2019

National Institute on Drug Abuse. (2018). Principles of drug addiction treatment: A research-Based guide. (3rd ed.). Washington, D.C. Accessed at: <https://www.drugabuse.gov/publications/principles-drug-addiction-treatment-research-based-guide-third-edition/preface>

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

November 27, 2019

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.

Week 14

Psychological Intervention:
Trauma and Trauma Treatment

December 2, 2019

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.

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

December 4, 2019

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.

Week 15

Current Issues in School Psychology: TBD

December 9, 2019

Review for Final OR
Early Final

December 11, 2019