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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Office Hours: By arrangement

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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 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:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>2 points/class attended up to total of: 45 points</td>
<td>15% of grade</td>
</tr>
<tr>
<td>Online Participation</td>
<td>2.5 points/week for required posts (not including first and exam weeks)</td>
<td>10% of grade</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>In-class multiple choice</td>
<td>20% of grade</td>
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<tr>
<td>Final Exam</td>
<td>Cumulative multiple choice</td>
<td>30% of grade</td>
</tr>
<tr>
<td>Project</td>
<td>Assignment chosen from options</td>
<td>25% of grade</td>
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<tr>
<td>Total Available Points</td>
<td>300 points</td>
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</table>

<table>
<thead>
<tr>
<th>Number of Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>270 – 300</td>
<td>A</td>
</tr>
<tr>
<td>255 – 269.99</td>
<td>B+</td>
</tr>
<tr>
<td>240 – 254.99</td>
<td>B</td>
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<tr>
<td>225 – 239.99</td>
<td>C+</td>
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<tr>
<td>210 – 224.99</td>
<td>C</td>
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<tr>
<td>195 – 209.99</td>
<td>D</td>
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<tr>
<td>Below 180</td>
<td>F</td>
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</table>
**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](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.

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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.)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Monday Class (Skean)</th>
<th>Wednesday Class (Eichert)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NO CLASS: LABOR DAY</td>
<td>Introduction to the Class 9/04/19</td>
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<tr>
<td></td>
<td></td>
<td>Introduction to School Psychology and the Roles of School Psychologists</td>
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<tr>
<td></td>
<td></td>
<td>- Brief History of the Field</td>
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<tr>
<td></td>
<td></td>
<td>- Who are school psychologists?</td>
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<td></td>
<td></td>
<td>- What do school psychologists do?</td>
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<tr>
<td>2</td>
<td>Introduction to Clinical Psychology 9/9/19</td>
<td></td>
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<tr>
<td></td>
<td>Roles of Clinical Psychologists</td>
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<tr>
<td></td>
<td>- Brief History of the Field</td>
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<tr>
<td></td>
<td>- What do clinical psychologists do?</td>
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</tr>
<tr>
<td>3</td>
<td>Assessment: 9/16/19</td>
<td></td>
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<tr>
<td></td>
<td>- Basic Counseling Skills essential for interviewing and treatment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The Importance of Empathy</td>
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<tr>
<td></td>
<td><strong>iClicker required as of today. Points count!</strong></td>
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<tr>
<td>4</td>
<td>Assessment: 9/23/19</td>
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<tr>
<td></td>
<td>The Clinical Interview – Adult</td>
<td></td>
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<tr>
<td>5</td>
<td>Assessment: 9/30/19</td>
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<tr>
<td></td>
<td>- Psychopathology</td>
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<tr>
<td></td>
<td>- DSM</td>
<td></td>
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<tr>
<td></td>
<td>Assessment: 10/02/19</td>
<td></td>
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<tr>
<td></td>
<td>- Referral process in schools</td>
<td></td>
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<tr>
<td></td>
<td>- Data-based problem solving model</td>
<td></td>
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<tr>
<td></td>
<td>- Comprehensive multi-modal assessment</td>
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<tr>
<td>6</td>
<td><strong>Assessment</strong>: 10/07/19</td>
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</tbody>
</table>
|   | • Psychopathology  
|   | • DSM |
| 7 | **Attachment**: 10/14/19 |
|   | • Attachment |
| 8 | **Professional Ethics**: 10/21/19 |
|   | • On being an ethical professional  
|   | • APA Ethics Code |
| 9 | **Diversity/Multiculturalism**: 10/28/19 |
|   | • Culturally Competent Practice |
| 10 | **Models of Intervention**: 11/04/19 |
|   | • Theoretical Models in Conceptualizing Intervention  
|   | • What works in psychotherapy |
| 11 | **Self-Regulation & Neurobiology**: 11/11/19 |
|   | • Contributions of affective neuroscience to the practice of therapy |
| 12 | **Current Issues in Clinical Psychology**: 11/18/19 |
|   | • Evidence Based Practice  
|   | • Challenges of 21st Century Practice |

<table>
<thead>
<tr>
<th>6</th>
<th><strong>Assessment</strong>: 10/09/19</th>
</tr>
</thead>
</table>
|   | • Assessment and Psychological Testing  
|   | • History of Intelligence Testing  
|   | • Social/Emotional, behavioral, adaptive, and academic assessment |
| 7 | **Attachment**: 10/16/19 |
|   | • The Clinical Interview – Child  
|   | • Attachment Theory |
| 8 | **Professional Ethics**: MIDTERM EXAM 10/23/19 |
|   | Multiple Choice Exam  
|   | Bring your #2 pencils! |
| 9 | **Professional Ethics**: 10/30/19 |
|   | • Ethics and Working with Children |
| 10 | **Diversity/Multiculturalism**: 11/06/19 |
|   | • Culturally Competent Practice  
|   | • Overrepresentation of Diverse Youth in Special Education  
|   | • The Achievement and Discipline Gaps Culturally Relevant Instruction |
| 11 | **Models of Intervention**: 11/13/19 |
|   | • School Counseling  
|   | • Individual and group counseling interventions  
|   | • Consultation |
| 12 | **Models of Intervention**: 11/20/19 |
|   | • Prevention and Intervention Services: Multi-Tier System of Supports  
|   | • Mental Health Interventions  
|   | • Behavioral Interventions  
|   | • Social-Emotional Learning  
|   | • Academic/learning Interventions |

**EXTRA CREDIT ROLEPLAY DUE TUESDAY, 11/05/19 BY MIDNIGHT**

**COURSE PROJECT DUE TUESDAY, 11/19/19 BY MIDNIGHT**
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to School Psychology</strong>&lt;br&gt;Roles and Functions of School Psychologists</td>
<td><strong>Introduction to School Psychology</strong>&lt;br&gt;Roles and Functions of Clinical Psychologists</td>
</tr>
</tbody>
</table>

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


NASP. (2014). Who are school psychologists?

Week 3

Assessment: Basic Counseling Skills


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

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


Week 4

Assessment: The Clinical Interview – Adult


Assessment: Referral Process and Data-based problem solving.


Week 5

Assessment: Psychopathology and the DSM


Assessment: Psychological Testing


Week 6

Assessment: Psychopathology and the DSM

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


Week 7

Assessment: Attachment in Adults


(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


Week 8

Professional Ethics


MIDTERM EXAM:                        October 23, 2019

Week 9

Multicultural Issues in Clinical Psychology


Multicultural Issues in School Psychology


**Week 10**

**Models of Intervention and What Works in Psychotherapy**


**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

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**


**Week 11**

**Current Developments in Intervention:**

**Self-Regulation and Neurobiology**


**Models of Intervention and Prevention**


**Week 12**

**NASP: Continuum of Mental Health Services**

**Current Issues in Clinical Psychology: Evidence Based Practice**


Models of Intervention: MTSS, School Connectedness, SEL  
November 20, 2019


**Week 13**

Addictions and Their Treatment  
November 25, 2019


**Current Issues in School Psychology:**  
School Violence, Bullying, and Crisis Preparedness and Response  
November 27, 2019


**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.*


**Current Issues in School Psychology:**  
School Violence, Bullying, and Crisis Preparedness and Response  
December 4, 2019


**Week 15**

**Current Issues in School Psychology:** TBD  
December 9, 2019

Review for Final OR  
Early Final  
December 11, 2019