

**Introduction to Clinical and School Psychology, 3 credits**  
**18:830:300:01**  
**Mondays and Wednesdays 6:40 p.m. – 8:00 p.m.**  
**Class will be online**  
**Spring, 2021**

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

Welcome to Introduction to Clinical and School Psychology. This course is intended for undergraduates 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, even in the parts of the class that are asynchronous.
- 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.

#### 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.rutger.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 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 several ways of meeting this objective, all located in the “Discussion” section on Canvas. There will be a

Question of the Week alternating between clinical and school psychology topics located in Canvas. 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 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, April 12th, 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 Tuesday, March 30th. 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 true of both synchronous and asynchronous classes. This is a class where your presence and participation each week is a significant part of your grade. Class activities, discussions, demonstrations and videos need to be done in the week where they are assigned and due, a classes build on each other.
- **Exams:** Exams will be given online.
- **Missed Exams:** Only in cases of a serious event in your life 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 should be made up within one week of the missed exam.
- **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>
- **Top Hat:** We will be using the interactive app Top Hat to enable student engagement inner large class. Students are responsible for checking their participation 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. More information about how to enroll in Top Hat is below.

## Top Hat

We will be using **Top Hat Pro** ([www.tophat.com](http://www.tophat.com)) for class participation. You will be able to submit answers to questions using Apple or Android smartphones and tablets, laptops, or through text message. You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Getting-Started-with-Top-Hat>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.

An email invitation will be sent to you by email, but if don't receive this email, you can register by simply visiting our course website: Unique Course URL

There will be a cost associated with this, which our Top Hat representative has told us will be \$20 for the semester or \$30 for the year. If any of your other classes use this system, one price would cover all your usage. This is the only cost associated with our class, as we do not require you to purchase a textbook.

Note: our Course Join Code is XXXXXX *Should you require assistance with Top Hat Pro at any time please contact their Support Team directly by way of email ([support@tophat.com](mailto:support@tophat.com)), the in app support button, or by calling 1-888-663-5491. Specific user information may be required by their technical support team when troubleshooting issues.*

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

WEEK	Monday Class (Skean)	Wednesday Class (Eichert)
1	<b>NO CLASS: MARTIN LUTHER KING DAY</b>	<u>Introduction to the Class</u> 1/20/21 <u>Introduction to School Psychology and the Roles of School Psychologists</u> <ul style="list-style-type: none"><li>• Brief History of the Field</li><li>• Who are school psychologists?</li><li>• What do school psychologists do?</li></ul>
2	<u>Introduction to Clinical Psychology</u> 1/25/21 <u>Roles 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>	<u>Foundations of School Psychology</u> 1/27/21 <ul style="list-style-type: none"><li>• What do school psychologists do?</li><li>• Differentiation between SP's and other school professionals</li><li>• The Ecological Model and Schools as Systems</li></ul>
3	<u>Assessment:</u> 2/1/21 <ul style="list-style-type: none"><li>• Basic Counseling Skills essential for interviewing and treatment</li><li>• The Importance of Empathy</li></ul>	<u>Assessment:</u> 2/3/21 <ul style="list-style-type: none"><li>• School Connectedness</li><li>• Section 504</li></ul>

4	<u>Assessment:</u> 2/8/21 <p>The Clinical Interview – Adult</p>	<u>Assessment:</u> 2/10/21 <ul style="list-style-type: none"> <li>• IDEIA and Special Education</li> <li>• Disability categories</li> <li>• School Psychologists in Special Education</li> </ul>
5	<u>Assessment:</u> 2/15/21 <ul style="list-style-type: none"> <li>• Psychopathology</li> <li>• The DSM</li> </ul>	<u>Assessment:</u> 2/17/21 <ul style="list-style-type: none"> <li>• Referral process in schools</li> <li>• Data-based problem solving model</li> <li>• Comprehensive multi-modal assessment</li> </ul>
6	<u>Assessment:</u> 2/22/21 <ul style="list-style-type: none"> <li>• Psychopathology</li> <li>• The DSM</li> </ul>	<u>Assessment:</u> 2/24/21 <ul style="list-style-type: none"> <li>• Assessment and Psychological Testing</li> <li>• History of Intelligence Testing</li> <li>• Social/Emotional, behavioral, adaptive, and academic assessment</li> </ul>
7	<u>Assessment:</u> 3/1/21 <ul style="list-style-type: none"> <li>• Attachment</li> </ul>	<u>Assessment:</u> 3/3/21 <ul style="list-style-type: none"> <li>• The Clinical Interview – Child</li> <li>• Attachment Theory</li> </ul>
8	<u>Professional Ethics:</u> 3/8/21 <ul style="list-style-type: none"> <li>• On being an ethical professional</li> <li>• APA Ethics Code</li> </ul>	<b>MIDTERM EXAM</b> 3/10/21 40-item Multiple Choice Exam
	<u>SPRING BREAK – ENJOY</u> 3/15/21	<u>SPRING BREAK – ENJOY</u> 3/17/21
9	<u>Diversity/Multiculturalism:</u> 3/22/21 <ul style="list-style-type: none"> <li>• Culturally Competent Practice</li> </ul>	<u>Professional Ethics:</u> 3/24/21 <ul style="list-style-type: none"> <li>• Ethics and Working with Children</li> </ul>
10	<u>Models of Intervention:</u> 3/29/21 <ul style="list-style-type: none"> <li>• Theoretical Models in Conceptualizing Intervention</li> <li>• What works in psychotherapy</li> </ul> <p><b>EXTRA CREDIT ROLEPLAY DUE TUESDAY, 3/30/21 By Midnight</b></p>	<u>Diversity/Multiculturalism:</u> 3/31/21 <ul style="list-style-type: none"> <li>• Culturally Competent Practice</li> <li>• Overrepresentation of Diverse Youth in Special Education</li> <li>• The Achievement and Discipline Gaps Culturally Relevant Instruction</li> </ul>

11	<u>Self-Regulation &amp; Neurobiology:</u> 4/5/21 <ul style="list-style-type: none"> <li>Contributions of affective neuroscience to the practice of therapy</li> </ul>	<u>Models of Intervention:</u> 4/7/21 <ul style="list-style-type: none"> <li>School Counseling</li> <li>Individual and group counseling interventions</li> <li>Consultation</li> </ul>
12	<u>Current Issues in:</u> 4/12/21 <u>Clinical Psychology:</u> <ul style="list-style-type: none"> <li>Evidence Based Practice</li> <li>Challenges of 21<sup>st</sup> Century Practice</li> </ul> <p><b>COURSE PROJECT DUE TUESDAY, 4/13/21, By Midnight</b></p>	<u>Models of Intervention:</u> 4/14/21 <ul style="list-style-type: none"> <li>Prevention and Intervention Services: Multi-Tier System of Supports</li> <li>Mental Health Interventions</li> <li>Behavioral Interventions</li> <li>Social-Emotional Learning</li> <li>Academic/learning Interventions</li> </ul>
13	<u>Current Issues in</u> 4/19/21 <u>Clinical Psychology:</u> <ul style="list-style-type: none"> <li>Trauma and Trauma Treatment</li> </ul>	<u>Current Issues in</u> 4/21/21 <u>School Psychology:</u> <ul style="list-style-type: none"> <li>School Violence, Bullying</li> <li>Crisis Preparedness, Response, and Recovery</li> </ul>
14	<u>Review for Final</u> 4/26/21 <ul style="list-style-type: none"> <li>Clinical Review</li> </ul>	<u>Review for Final</u> 4/28/21 <ul style="list-style-type: none"> <li>School Review</li> </ul>
	<p><b>FINAL EXAM WILL BE HELD DURING THE EXAM PERIOD IN THE ASSIGNED TIME: Current we are scheduling Monday, May 10<sup>th</sup> for a 24-hour period, but Rutgers has not finalized the finals schedule, so it might be adjusted.</b></p>	

## X. Readings and Assignments by Week:

### Week 1

Introduction to School Psychology  
Roles and Functions of School Psychologists

January 20, 2021

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

January 25, 2021

Pomerantz. (2017). *Clinical psychology: Science, practice and culture*. 4<sup>th</sup> Edition. Los Angeles, CA: Sage Publications. (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*, 2<sup>nd</sup> 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

January 27, 2021

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

NASP. (2014). Who are school psychologists?

## Week 3

### Assessment: Basic Counseling Skills

February 1, 2021

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2017). *Clinical interviewing: 6<sup>th</sup> 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

February 3, 2021

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

February 8, 2021

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

### Assessment: Referral Process and Data-based problem solving.

February 10, 2021

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 21<sup>st</sup> century: Foundations and practices*\_New York: Guilford.

## Week 5

### Assessment: Psychopathology and the DSM

February 15, 2021

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

Assessment: Psychological Testing

February 17, 2021

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

**Week 6**

Assessment: Psychopathology and the DSM

February 22, 2021

Watch the Video of Dr. Terry Wilson discussing his work on the Eating Disorders Workgroup for DSM-5, available on our Canvas site in this week's Module. A summary of the major points of this video is also available.

Assessment: Clinical Interview-Child, Attachment

February 24, 2021

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

March 1, 2021

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

March 3, 2021

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

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

**Week 8**

Professional Ethics

March 8, 2021

Pomerantz. (2017). *Clinical psychology: Science, practice and culture*. 4<sup>th</sup> 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:**

**March 10, 2021**

**Week 9**

Multicultural Issues in Clinical Psychology

March 22, 2021

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

March 24, 2021

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

March 29, 2021

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

March 31, 2021

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

April 5, 2021

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

April 7, 2021

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 April 12, 2021

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 April 14, 2021

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

Psychological Intervention:  
Trauma and Trauma Treatment April 19, 2021

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 April 21, 2021

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 UP TO pg 10**). Nova Science: New York.

### Week 14

Clinical Review for Final April 26, 2021

School Review for Final April 28, 2021