History and Systems in Psychology
Rutgers University Course # 18:820:550:01
Graduate School of Applied and Professional Psychology
Spring, 2023

Mondays, 9:00am to 11:45am

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Instructor
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Phone: 848-445-5370
Office Hours: By appointment

Purpose of Course
The primary purpose of this course is for students to gain awareness of their own growing identity as professional psychologists by understanding where psychology came from, how it has changed and grown over time, and by exploring where we—the next generation of psychologists—hope to take it in the future. To this end, we will learn the history of psychology as a science and a professional practice, including the field’s pre-scientific origins, and its development into distinct psychological disciplines. Students to gain familiarity with major schools of thought, or paradigms that have emerged and influenced trajectories of science, training, and practice in psychology. By learning about and discussing these items, it is hoped that students will gain a deeper professional identity, plus perspective on needs for professional growth.

Format of the Course
This course will be held primarily in person. Students should be prepared before each class by having read assigned material and arriving to class with questions or critical reactions about the content (see “Canvas Discussions” under “Assignments & Grading” below).

Sessions 12, 13, 14, and 15 will consist of student presentations based on topics selected for their final papers (descriptions for the presentations and final paper are given below under “Assignments & Grading”). Each presentation will be about 35 minutes (including time for questions/discussion). Efforts will be made to group presentations for each class session by an overarching topic area.

Course Text
Course Calendar, Topics, and Reading Assignments

Note: The dates and contents of class sessions are subject to change as determined by the instructor and the needs of the class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/23/23</td>
<td>Course introduction &amp; rationale; introducing three Big Ideas for the semester</td>
<td>Grix (2002); Lee et al. (2018)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/30/23</td>
<td>Foundations of scientific psychology: basic, applied, and otherwise</td>
<td></td>
<td>Discussion #1</td>
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<tr>
<td>3</td>
<td>2/6/23</td>
<td>Philosophy &amp; origins of psychology</td>
<td>Benjamin, Ch. 1 &amp; 2</td>
<td>Discussion #2</td>
</tr>
<tr>
<td>4</td>
<td>2/13/23</td>
<td>Advent of scientific psychology and establishment of first laboratories in Europe and the United States</td>
<td>Benjamin, Ch. 3 &amp; 4; Henriques (2016)</td>
<td>Discussion #3</td>
</tr>
<tr>
<td>5</td>
<td>2/20/23</td>
<td>Early schools of thought in psychology: structuralism &amp; functionalism</td>
<td>Benjamin, Ch. 5</td>
<td>Discussion #4</td>
</tr>
<tr>
<td>6</td>
<td>2/27/23</td>
<td>Psychology as a clinical profession: first applications of psychology to helping</td>
<td>Benjamin, Ch. 6; Witmer (1907)</td>
<td>Discussion #5</td>
</tr>
<tr>
<td>7</td>
<td>3/6/23</td>
<td>Psychoanalysis</td>
<td>Benjamin, Ch. 7</td>
<td>Discussion #6</td>
</tr>
<tr>
<td></td>
<td>3/13/23</td>
<td>Spring Break – No Class</td>
<td>Two PDFs on Sakai</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>3/20/23</td>
<td>Behaviorism &amp; Cognitive Psychology</td>
<td>Benjamin, Ch. 8; Chronbach (1957)</td>
<td>Discussion #7; Presentation topics selected.</td>
</tr>
<tr>
<td>9</td>
<td>3/27/23</td>
<td>Professionalization of Psychology: Branching school &amp; clinical disciplines</td>
<td>Benjamin, Ch. 9</td>
<td>Discussion #8</td>
</tr>
<tr>
<td>10</td>
<td>4/3/23</td>
<td>The GSAPP tradition of training in psychology</td>
<td>D’Amato et al. (2012); Bardon (1987); Benjamin, Ch. 10</td>
<td>Written Exam</td>
</tr>
<tr>
<td>11</td>
<td>4/10/23</td>
<td>Presentations: What questions we ask and how we answer them</td>
<td>TBD – Read 2</td>
<td>Presentation*</td>
</tr>
<tr>
<td>12</td>
<td>4/17/23</td>
<td>Presentations: Psychological treatments, then and now</td>
<td>TBD – Read 2</td>
<td>Presentation*</td>
</tr>
<tr>
<td>13</td>
<td>4/24/23</td>
<td>Presentations: Geography, culture, and a more complete picture of psychology’s past and present</td>
<td>TBD – Read 2</td>
<td>Presentation*</td>
</tr>
<tr>
<td>14</td>
<td>5/1/23</td>
<td>Presentations: Future directions in training, practice, and psychological research.</td>
<td>TBD – Read 2</td>
<td>Presentation*</td>
</tr>
<tr>
<td>15</td>
<td>5/8/23</td>
<td>Presentations?</td>
<td></td>
<td>Final Papers Due</td>
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</tbody>
</table>

*Each student presents on only one week between 4/10/23 and 5/1/23.
Assignments & Grading

Assignments

In-Class Participation (10% of final grade). Each student is expected to do the reading for the week and to come to class prepared to discuss that reading.

Online Discussion Posts (n=8; 32% of final grade, or 4% each). We will be posting reactions to readings on the “Discussions” board in our Canvas site. For each of these discussions I’ve posted a question related to readings for that week to get the conversation started. You can respond directly to my question or to a classmate’s remark to get credit for each discussion.

Presentations (15% of final grade). Pairs of students (or one group of 3) will identify a topic of individual interest that has current implications for training, practice, or research in psychology, and will develop a presentation to outline the issue for the class. Presentations must:

1. Include a suggested reading assignment. At least one week prior to your presentation, please suggest a relevant reading assignment to accompany your presentation. A total of 4 or 5 presentations are scheduled each week, so students should review readings from two presentations for each session.
2. Include a description of the issue, how it relates to topics discussed in class, and your reason(s) for selecting it.
3. Include relevant historical and theoretical or empirical information, and develop a question or an argument (an assertion).

Each presentation should be 25 minutes long, including 10 minutes for discussion (35 minutes total). Each student’s presentation will form the basis for her/his final paper (see below). Each student should have a topic identified by 3/20/23, and approved by the instructor. Topics for these presentations can be grouped, broadly, under four categories:

1. What questions we ask and how we answer them.
2. Psychological treatments, then and now.
3. Geography, culture, and a more complete picture of psychology’s past and present
4. Future directions in training, practice, and psychological research.

Each topic area will be described in more detail during class. Note that these topics are only meant to help organize presentations and discussions, and can be modified by the class as we see fit.

Final Paper (28% of final grade). The final paper will be based on the topic developed and presented in class (see above), and will be in the range of 10 to 12 double-spaced pages (page count excludes title page, references, etc.). Students will work with the same partners to complete this assignment. As described above, papers must tie in to topics discussed in class or in assigned readings, and should incorporate references as necessary to support key ideas or strengthen rationale for the questions or assertions developed. Final papers must be sent to the instructor by 5/8/23.

Written Exam (15% of final grade). Students will complete an online, open-book written examination that will open after the end of class on 3/27/23, and must be submitted by 4/3/23 at 11:55pm. This exam will cover main ideas from historical events and important schools of thought in psychology.
Due Dates & Submission of Assignments

Discussion posts must be submitted via Canvas; all other assignments may be mailed to me (al928@gsapp.rutgers.edu). All assignments (Reaction Papers, Presentations) must be submitted by the Saturday before the Monday class session on which they are due. The final paper is due on May 8th, 2023.

When submitting your assignment, please name the file as follows: [Last Name] - [Systems] - [Assignment]. For example, Reaction Paper 1 could be “Lekwa – Systems – Reaction Paper 1”.

Determination of Course Grades

Grading will follow Rutgers’ criteria: 100-90 A; 89-85 B+; 84-80 B; 79-75 C+; 74-70 C; 69-60 D; 59-0 F

Course Expectations

- All assignments must be completed on time. Please note assignments received after due dates will receive grade reduction.
- Assignments can be submitted via email to the course instructor (al928@gsapp.rutgers.edu). Submission of hard copies in class is also acceptable.
- APA Style 7th Edition should be used with all written assignments. See link to most up to date APA version: http://owl.english.purdue.edu/owl/section/2/10/.
- The following are not allowed during class time: side conversations, cell phones, e-mailing, or internet use of any kind unless directed by instructor.
- Students are expected to make arrangements with the instructor in the event of course absences to cover any missed content or activities.
- All students must review:
  2. The School Psychology Program Handbook. Professional and ethical conduct with GSAPP staff, faculty, fellow classmates, and school-based personnel are required at all times.
Support for Students

The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate college life and finances, and connect with the RU community. Resources that can help you succeed and connect with the Rutgers community can be found at success.rutgers.edu, and nearly all services and resources that are typically provided in-person are now available remotely.

Course Evaluation

Rutgers University issues a survey that evaluates both the course and instructor. Students will complete this survey toward the end of the semester, and students’ identities cannot be connected to their responses. The aggregated numerical results are public, and the numerical results and comments are shared with the instructor, and GSAPP. This survey will also be used by GSAPP to conduct a mid-point evaluation, the results of which are confidential to the instructor and school.

Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form (https://webapps.rutgers.edu/student-ods/forms/registration).