

**PSY 701-M51  
History and Systems of Applied Psychology  
Summer 2022**

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All students are strongly encouraged to [get the COVID-19 vaccine](#). Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in [Kentucky](#), the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center (SARC): [270-745-5004](tel:270-745-5004) (voice), [270-745-3030](tel:270-745-3030) (TTY), or [270-288-0597](tel:270-288-0597) (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. [www.wku.edu/healthyonthehill](http://www.wku.edu/healthyonthehill)

**Course Description/Prerequisites:**

Prerequisite: Permission of Instructor

Advanced topics in supervision including specialized settings, challenging supervisees, and technology and supervision. Students are responsible for arranging their own transportation to designated or assigned sites.

**Required Texts:**

- Baker, D. B., & Benjamin, L. T. Jr. (2014). *From séance to science: A history of the profession of psychology in America*. University of Akron Press.
- Zenderland, L. (1998). *Measuring minds: Henry Herbert Goddard and the origins of American intelligence testing*. Cambridge University Press.

**Objectives of the course:**

As a result of this course, students will:

- 1) be able to explain important theoretical contributions to the development of applied psychology;
- 2) be able to describe the historical roots of current psychological practices;
- 3) be able to describe the historical evolution of the current systems of psychology;
- 4) be able to describe how culture and ethnicity have influenced the development of current systems of psychology;
- 5) critically evaluate historical systems of psychology; and
- 6) be able to succinctly and accurately convey these in written APA format.

**Program Learning Objectives:**

This course meets the following learning objectives for the Doctor of Psychology in Applied Psychology Program:

1.1. Synthesize principles from the science of psychology and apply them to behavioral health problems in a variety of settings, adapting to issues of cultural and individual diversity, including socioeconomic status and the rural environment.

1.2. Describe the theories, methods, measurement tools, data analysis, results and development of scientific psychology by studying the subfields that explore human behavior, affect, and cognition and the influences of biology and society.

**Instructor Qualifications:**

Dr. Grieve received his doctoral degree from the University of Memphis in 1996, completed a predoctoral internship at the University of Mississippi Medical Center in 1996, and completed postdoctoral hours at Harriet Cohn Community Health Center. He is a clinical psychologist who has been licensed as a Psychologist in the Commonwealth of Kentucky since 2003. He has a small weekly private practice in which he conducts psychotherapy and assessment. He regularly conducts personality assessments through his private practice and attends continuing education seminars on personality assessment.

**Evaluation:**

Grades for the class will be calculated from the percentage of points earned out of the possible points. The following percentages of total points will be used to determine exam and semester grades:  $>90 = A$ ,  $79.51-89.51 = B$ ,  $69.51-79.5 = C$ ,  $\leq 79.49 = D$ .

**Required Activities:**

1. There will be up to six sets of **take home questions**. Each set of questions will consist of approximately three different questions that will be answered. Take

home questions will provide a **total of up to 180 points**.

2. Each student will be required to select two of the topics listed and provide a **30-minute overview** of the topic area. Following this overview, students will be required to guide class discussion on the important points from the topic. Students are expected to use power point (or similar types of) slides for the presentation. It is expected that students will provide handouts for the class and will provide the instructor with at least two questions that can be used as part of the take home questions. Finally, each student presenter is responsible for providing the class at least three articles to read that are related to the presentation topic. Each presentation will be worth **30 points**, for a **total of 60 points**.

**Presentations:** It is expected that student presentations will be professional presentations that last 25 to 35 minutes on the selected topic. These presentations should include PowerPoint (or equivalent) slides. One class period prior to the presentation, students are expected to provide two to three readings for the class so that the class can be prepared for the presentation. These readings should be posted to the Dropbox folder for the class. On the day of the presentation, presenters are expected to provide handouts of the slides for the class. In addition, students are expected to create two discussion questions that will be presented and discussed in class. This discussion will be led by the student presenter and will last between 5 and 15 minutes. Finally, the student presenter will provide to me (not shown to the class) one question suitable for a take-home question. That is, the question should be complex enough that students can answer it in a 3- to 5-page response.

**Attendance:** You are adults and do not need my supervision. To that end, I will not take attendance during specific class periods. Attendance is not mandatory. However, you will be responsible for the materials presented in class. Therefore, if you miss class, you will need to make arrangements to get any notes from a classmate. Further, by missing class, you miss out on all of the fun learning that takes place and you may be assigned tasks that you would not normally have chosen.

**Class Structure:** In general, we have three tasks to complete each week. First is a discussion of philosophy topics in general. We will discuss the contributions of philosophers to the science of psychology for about an hour. The second task is discussing different theoretical orientations. This will also take about an hour. Third is student presentations, which will take about an hour.

**Topics for Presentations:**

The Abu Ghraib Scandal (i.e., the Torture Scandal)  
Applied Psychology in the Early 1900s  
Assessing the Intelligence of World War I Recruits  
The Boulder Conference  
Clinical Psychology Abroad (Especially Eastern Psychology compared to Western Psychology)  
Deconstructing Dialectical Behavioral Therapy  
Deconstructing EMDR  
Deconstructing Interpersonal Therapy  
Deconstructing Mindfulness  
Deconstructing Motivational Interviewing  
The Delaware Project on Clinical Sciences Training  
Development/Establishment of Special Education  
DSM vs IDEA Disability Identification  
History and Changes of Special Education Services Delivery  
History/Formation of NASP  
History of Forensic Psychology  
History of IDEA  
History of Licensure  
History of Mental Classification (Especially Children and Adolescents)  
History of the DSM and Its Revisions  
Identification of Specific Learning Disabilities  
Importance of *Brown v. Board of Education* Court Case  
Institutional Reform of the Early 1900s  
The Mind Cure (New Thought Movement)  
Media Psychology  
Minorities in Psychology  
Multiculturalism  
Positive Psychology  
Psychology and Theology  
Psychoquackery  
The Relationship between the Military and the Profession of Psychology  
The Stigma of Mental Health  
Teletherapy Issues  
Treating Battle Fatigue after World War II

Using Social Media in Therapy

The Vail Conference

Women in Psychology

## APPROXIMATE CLASS SCHEDULE AND ASSIGNMENTS

*I reserve the right to assign additional readings. It is the responsibility of the student to remain at least one week ahead in the readings.*

Week/Dates	Book Readings	Additional Readings	Student Presentation Topics	Grieve Topics
Class 1: 5/12				Creation of the Syllabus
				Selection of Topics
				Philosophical Underpinnings of Psychology
Class 2: 5/19		William James <i>Principles of Psychology</i> , Chapter 7 ( St. Thomas Aquinas (Bauerschmidt: <i>Holy Teachings</i> )		Philosophical Underpinnings of Psychology
Class 3: 5/26	Baker & Benjamin Ch. 1			Philosophical Underpinnings of Psychology
Class 4: 6/2	Baker & Benjamin Ch. 2	Titchener (1916). <i>An Outline of Psychology. Part I. Chapter II.</i> (google scholar) Titchener (1921)		Structuralism
			Parker—History of Forensic Psychology	
Class 5: 6/9	Baker & Benjamin Ch. 3 Zenderland, Ch. 1	Bersoff (2014) Dewey (1896)		Functionalism Tarasoff Case
Class 6: 6/16	Baker & Benjamin Ch. 4 Zenderland, Ch. 2	Skinner (1963)		Behaviorism
Class 7: 6/23	Baker & Benjamin Ch. 5 Zenderland, Ch. 3	Freud (translated by Brill)		Psychodynamic Psychology
			Carpenter—Stigma of Mental Health	
			Cook—Positive Psychology	
Class 8: 6/30	Zenderland, Ch. 4	Compton (2018) Rogers (1979)		Humanistic Psychology Psychology and War
			Johnson—Deconstructing Motivational Interviewing	
			Matally—History of Licensure	
Class 9: 7/7	Zenderland, Ch. 5	Haslem et al. (2019) Le Texier (2019) Wertheimer (1944) Zimbardo et al. (2000)		Gestalt Psychology The Stanford Prison Experiment
Class 10: 7/14	Zenderland, Ch. 6	Beck (1993) Ellis (1955), Ch 5-8 Ellis (1992) Haslam et al. (2014) Reicher et al. (2012)		Cognitive Behavioral Psychology The Milgram Experiment

			Johnson—DSM vs. IDEA Disability Identification	
			Parker—History of Mental Classification (Children and Adolescents)	
Class 11: 7/21	Zenderland, Ch. 7	APA (1976) Freedham (1992) Levenson (2014)		The PsyD Degree
			Carpenter—Psychoquackery	
Class 12: 7/28	Zenderland, Ch. 8			Psychology at the Turn of the (19 <sup>th</sup> ) Century
			Cook—Deconstructing EMDR	
			Matally—Theology and Psychology on Behavior	
Class 13: 8/4	Zenderland, Ch. 9			Psychology and War

### Complete Reading List:

- American Psychological Association. (1976). Training of professional psychologists: Excerpts of the recommendations of the Vail Conference. In M. Korman (Ed.), *Levels and patterns of professional training in psychology*. Washington, DC: American Psychological Association.
- Baker, D. B., & Benjamin, L. T. Jr. (2000). The affirmation of the scientist-practitioner: A look back at Boulder. *American Psychologist*, 55(2) 241-247. DOI: 10.1037//0003-066X.55.2.24
- Baker, D. B., & Benjamin, L. T. Jr. (2014). *From séance to science: A history of the profession of psychology in America*. University of Akron Press: Akron, OH.
- Beck, A. (1993). Cognitive therapy: Past, present, and future. *Journal of Consulting and Clinical Psychology*, 61(2), 194-198.
- Belgrave, F. Z., & Allison, K. W. (2005). Introduction to African American Psychology. In *African American psychology: from Africa to America*. Sage.
- Brill, A. A. (1995). *The basic writings of Sigmund Freud*. The Modern Library.
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- Clegg, J. W. (2012). Teaching about mental health and illness through the history of the DSM. *History of Psychology*, 15 (4), 364-370. DOI: 10.1037/a0027249
- Cokley, K., & Garba, R. (2018). Speaking truth to power: How Black/African American psychology changed the discipline of psychology. *Journal of Black Psychology*, 44(8), 695-721. tps://doi.org/10.1177/0095798418810592
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- Doris, J. M., & Murphy, D. (2007). From My Lai to Abu Ghraib: The moral psychology of atrocity. *Midwest Studies in Philosophy*, 31, 25-55.
- Eagly, A. H., Eaton, A., Rose, S. M., Riger, S., & McHugh, M. C. (2012). Feminism and psychology: Analysis of a half-century of research on women and gender. *American Psychologist*, 67(3), 211-230. DOI: 10.1002/1097-4679(195507)11:3<207::AID-JCLP2270110302>3.0.CO;2-1. (AN: 96184932)
- Ellis, A. (1955). New approaches to psychotherapy techniques. *Journal of Clinical Psychology*, 11(3), 207-260. Doi: 10.1002/1097-4679(195507)11:
- Ellis, A. (1992). My experiences in developing the practice of psychology. *Professional Psychology: Research and Practice*, 23(1), 7-10.

- Flynn, D., Joyce, M., Gillespie, C., Kells, M., Swales, M., Spillane, A., Hurley, J., Hayes, A., Gallagher, E., Arensman, E., & Weihrach, M. (2020). Evaluating the national multisite implementation of dialectical behavior therapy in a community setting: A mixed methods approach. *BMC Psychiatry*, 20, 235-248. <https://doi.org/10.1186/s12888-020-02610-3>
- Freedheim, D. K. (1992). 5: The doctor of psychology degree. In D. K. Freedheim (Ed.), *History of psychotherapy: A century of change*. Washington, D.C.: American Psychological Association.
- Gable, S. L., & Haidt, J. (2005). What (and why) is positive psychology? *Review of General Psychology*, 9(2), 103-110. DOI: 10.1037/1089-2680.9.2.103
- Galatzer-Levy, I. R., & Galatzer-Levy, R. M. (2007). The revolution in psychiatric diagnosis: Problems at the foundations. *Perspectives in Biology and Medicine*, 50(2), 161-180. DOI: <https://doi.org/10.1353/pbm.2007.0016>
- Golberstein, E., Eisenberg, D., & Gollust, S. E. (2008). Perceived stigma and mental health care seeking. *Psychiatric Services*, 59, 392-399.
- Haslam, S. A., Reicher, S. D., & Birney, M. E. (2014). Nothing by mere authority: Evidence that in an experimental analogue of the Milgram paradigm participants are motivated not by orders but by appeals to science. *Journal of Social Issues*, 70 (3), 473-488. DOI: 10.1111/josi.12072
- Hersh, S. M. (2004). Torture at Abu Ghraib: American soldiers brutalized Iraqis. How far up does the responsibility go? *The New Yorker*. Retrieved from: [http://www.newyorker.com/archive/2004/05/10/040510fa\\_fact?printable=true&currentPage=all](http://www.newyorker.com/archive/2004/05/10/040510fa_fact?printable=true&currentPage=all)
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