

PSY 701-B51
History and Systems of Applied Psychology
Summer 2018

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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: Akron, OH.
Zenderland, L. (1998). *Measuring minds: Henry Herbert Goddard and the origins of American intelligence testing*. Cambridge, UK: 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) critically evaluate historical systems of psychology; and
- 5) 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.

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** (one per week). Each set of questions will consist of up to three different questions that will be answered. Each question will be worth **10 points** for 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 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, and will miss out on valuable practice time. 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.

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
Deconstruct 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 IDEA
History of Licensure
History of Mental Classification (Especially Children and Adolescents)
History of the DSM and Its Revisions
Identification of Specific Learning Disabilities
Institutional Reform of the Early 1900s
The Mind Cure (New Thought Movement)
Media Psychology
Minorities in Psychology
Multiculturalism
Positive Psychology
Psychoquackery
The Relationship between the Military and the Profession of Psychology
The Stigma of Mental Health
Treating Battle Fatigue after World War II
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: 6/12				Creation of the Syllabus
				Selection of Topics
				Old Dead White Guys
Class 2: 6/14	Baker & Benjamin, Ch. 1 Zenderland, Ch. 1	William James <i>Principles of Psychology</i> , Chapter 1 (google scholar) St. Thomas Aquinas (Bauerschmidt: <i>Holy Teachings</i>) Question 3, 4, and 5 (google scholar)		Old Dead White Guys
Class 3: 6/19	Baker & Benjamin Ch. 2 Zenderland, Ch. 2	Compton (2018)		Old Dead White Guys Abraham Maslow
Class 4: 6/21	Baker & Benjamin Ch. 3 Zenderland, Ch. 3	Bersoff (2014)		Old Dead White Guys Tarasoff Case
Class 5: 6/26	Baker & Benjamin Ch. 4 Zenderland, Ch. 4	Rafal et al. (2018) Schwartz & Feisthamel (2009)	McGuire: The Stigma of Mental Health	Old Dead White Guys
		Christopher (2018) Germer (2004) Van der Gucht et al. (2018)	Chinchankar: Deconstructing Mindfulness	
Class 6: 6/28	Baker & Benjamin Ch. 5 Zenderland, Ch. 5	Koocher et al. (2015) Norcross et al. (2006)	Cravero: Psychoquackery	Psychology and War
		Fowers & Richardson (1996) Rattan & Ambady (2013)	Mitchell: Multiculturalism	
Class 7: 7/3	Baker & Benjamin Ch. 6 Zenderland, Ch. 6	Adams, Balfour, & Reed (2006) Hersh (2004) Reicher, Haslam, & Smith (2012)	Bender: The Abu Ghraib Scandal	Psychology and War
		Jones, Fear, & Wessely (2007) Linden & Jones (2014)	Cawood: Treating Battle Fatigue after World War II	
		Parks et al. (2015) Seligman & Csikszentihalyi (2000) Seligman, Steen, Park, & Peterson (2005)	Lamar: Positive Psychology	
Class 8: 7/5	Independence Day			
Class 9: 7/10	Zenderland, Ch. 7	Fagan (2005) Fagan et al. (1989) Farling & Agner (1979)	Peake: History of NASP	Psychology and War
		McCarthy (1984) Rakow (2013)	Cawood: The Mind Cure Movement	
Class 10: 7/12	Zenderland, Ch. 8	Eagly et al. (2012) Rutherford & Millar (2017)	Cravero: Women in Psychology	Psychology at the Turn of the (19 th) Century

		Bettini et al. (2017) Martin, Martin & Terman (1996) Yell, Rogers & Rogers (1998)	Lamar: Development of Special Education	
		APA (1976). Freedheim (1992)		The PsyD Degree
Class 11: 7/17	Zenderland, Ch. 9	Cavendish (2013) Zirkel (2011)	Peake: DSM and IDEA Disability Evaluation	Psychology at the Turn of the (19 th) Century
		Ilkizer, Ramirez-Esparza, & Quinn (2018) Scholten et al. (2017) Smith et al. (2017) Spencer-Rogers et al. (2004)	Chinchankar: Clinical Psychology Abroad	
Class 12: 7/19		Beveridge, Fowles, & Grasseti (2017) Levenson (2014) Shoham et al. (2014)	Bender: The Delaware Project	Psychology at the Turn of the (19 th) Century
		Aboraya et al. (2006) Kawa & Giordano (2012)	McGuire: History of the DSM and Its Revisions	
		Jackson (1992) Pickren (2004)	Mitchell: Minorities in Psychology	

Complete Reading List:

- Adams, G. B., Balfour, D. L., & Reed, G. E. (2016). Abu Ghraib, administrative evil, and moral inversion: The value of “putting cruelty first.” *Public Administration Review*, Sept/Oct, 680-693.
- 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.
- Arboray, A., Rankin, E., France, C., El-Missiry, A., & John, C. (2006). The reliability of psychiatric diagnosis revisited: The clinician’s guide to improve the reliability of psychiatric diagnosis. *Psychiatry*, 41-50.
- 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.
- Bersoff, D. N. (2014). Protecting victims of violent patients while protecting confidentiality. *American Psychologist*, 69, 461-467.
- Bettini, E., Benedict, A., Thomas, R., Kimerling, J., Choi, N., & McLeskey, J. (2017). Cultivating a community of effective special education teachers: Local special education administrators’ roles. *Remedial and Special Education*, 38, 111-126.
- Beveridge, R. M., Fowles, T. R., & Grasseti, S. N. (2017). The Delaware Project then and now: A bold vision grows and shapes clinical science. *the Behavior Therapist*, February, 48-53.
- Cavendish, W. (2013). Identification of learning disabilities: Implications of proposed DSM-5 criteria for school-based assessment. *Journal of Learning Disabilities*, 46, 52-57.
- Christopher, J. C. (2018). Let it be: Mindfulness and releasement—neglected dimensions of well-being. *Journal of Theoretical Philosophical Psychology*, 38, 61-76.
- Compton, W. C. (2018). Self-actualization myths: What did Maslow really say? *Journal of Humanistic Psychology*, 1-18.
- 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, 211-230.
- Fagan, T. K. (2005). Literary origins of the term “school psychologist” revisited. *School Psychology Review*, 34, 432-434.
- Fagan, T. K., Petty, S., Block, N., St. Cyr, M., Dwyer, K., & Telzrow, C. (1989). Historical summary and analysis of the first 20 years of the National Association of School Psychologists. *School Psychology Review*, 18, 151-173.
- Farling, W. H., & Agner, J. (1979) History of the National Association of School Psychologists: The first decade. *School Psychology Digest*, 8, 140-152.
- Fowers, B. J., & Richardson, F. C. (1996). Why is multiculturalism good? *American Psychologist*, 51, 609-621.
- 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.
- Germer, C. (2004). What is mindfulness. *Insight Journal*, Fall 2004, 25-29.
- Hersh, S. M. (2004). Torture at Abu Ghraib. *The New Yorker*. Retrieved from:
<https://www.newyorker.com/magazine/2004/05/10/torture-at-abu-ghraib>

- Ilkizer, E. G., Ramirez-Esparza, N., & Quinn, D. M. (2018). Culture and concealable stigmatized identities: Examining anticipated stigma in the United States and Turkey. *Stigma and Health*, 3, 152-158.
- Jackson, J. H. (1992). Trials, tribulations, and triumphs of minorities in psychology: Reflections at century's end. *Professional Psychology: Research and Practice*, 23, 80-86.
- James, W. *The principles of psychology*.
- Jones, E., Fear, N. T., & Wessely, S. (2007). Shell shock and mild traumatic brain injury: A historical review. *American Journal of Psychiatry*, 164, 1641-1645.
- Kawa, S., & Giordano, J. (2012). A brief history of the *Diagnostic and Statistical Manual of Mental Disorder*: Issues and implications for the future of psychiatric canon and practice. *Philosophy, Ethics, and Humanities in Medicine*, 7. Retrieved from: <http://www.peh-med.com/content/7/1/2>
- Koocher, G. P., McMann, M. R., Stout, A. O., & Norcross, J. C. (2015). Discredited assessment and treatment methods used with children and adolescents: A Delphi poll. *Journal of Clinical Child & Adolescent Psychology*, 44, 722-729.
- Levenson, R. W. (2014). The future of clinical science training: New challenges and opportunities. *Clinical Psychological Science*, 2, 35-45.
- Linden, S. C., & Jones, E. (2014). 'Shell shock' revisited: An examination of the case records of the National Hospital in London. *Medical History*, 58, 519-545.
- Martin, E. W., Martin, R., & Terman, D. L. (1996). The legislative and litigation history of special education. *Special Education for Students with Disabilities*, 6, 25-39.
- Mccarthy, K. (1984). Psychotherapy and religion: The Emmanuel Movement. *Journal of Religion and Health*, 23, 92-105.
- Norcross, J. C., Koocher, G. P., & Garofalo, A. (2006). Discredited psychological treatments and tests: A Delphi poll. *Professional Psychology: Research and Practice*, 5, 515-522.
- Parks, A. C., Kleiman, E., Kashdan, T., Hausmann, L. R. M., Meyer, P., Day, A. M., Spillane, N. S., & Kahler, C.W. (2015). Positive psychotherapeutic and behavioral interventions. In: D. V. Jeste & B. W. Palmer (Eds.). *Positive psychiatry: A clinical handbook* (pp. 147-165). Arlington, VA: American Psychiatric Publishing. <http://dx.doi.org/10.1176/appi.books.9781615370818.dj08>
- Pickren, W. E. (2004). Between the cup of principle and the lip of practice: Ethnic minorities and American psychology, 1966-1980. *History of Psychology*, 7, 45-64.
- Rafal, G., Gatto, A., & DeBate, R. (2018). Mental health literacy, stigma, and help-seeking behaviors among male college students. *Journal of American College Health*, 66, 284-291.
- Rakow, K. (2013). Therapeutic culture and religion in America. *Religion Compass*, 485-497.
- Rattan, A., & Ambady, N. (2013). Diversity ideologies and intergroup relations: An examination of color blindness and multiculturalism. *European Journal of Social Psychology*, 43, 12-21.
- Reicher, S. D., Haslam, S. A., & Smith, J. R. (2012). Working toward the experimenter: Reconceptualizing obedience within the Milgrim paradigm as identification-based followership. *Perspectives on Psychological Science*, 7, 315-324.
- Rutherford, A., & Milar, K. (2017). "The difference being a woman made": Untold lives in personal and intellectual context. *Journal of the History of the Behavioral Sciences*, 53, 221-227.
- Scholten, S., Velten, J., Bieda, A., Zhang, X. C., & Margraf, J. (2017). Testing measurement invariance of the depression, anxiety, and stress scales (DASS-21) across four countries. *Psychological Assessment*, 29, 1376-1390.
- Schwartz, R. C., & Feisthamel, K. P. (2009). Disproportionate diagnosis of mental disorders among African American versus European American clients: Implications for counseling theory, research, and practice. *Journal of Counseling and Development*, 87, 295-301.
- Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55, 5-14.
- Seligman, M. E. P., Steen, T. A., Park, N., & Peterson C. (2005). Positive psychology in progress. Empirical validation of interventions. *American Psychologist*, 60, 410-421.
- Shoham, V., Rohrbaugh, M. J., Onken, L. S., Cuthbert, B. N., Beveridge, R. M., & Fowles, T. R. (2014). Redefining clinical science training: Purpose and products of the Delaware Project. *Clinical Psychological Science*, 2, 8-21.
- Smith, M. M., Saklofske, D. H., Yan, G., U Sherry, S. B. (2017). Depression, anxiety, stress, and life satisfaction after controlling for neuroticism? A study of Canadian and Chinese undergraduates. *Journal of Individual Differences*, 38, 63-70.
- Spencer-Rogers, J., Peng, K., Wang, L., & Hou, Y. (2004). Dialectical self-esteem and east-west differences in psychological well-being. *Personality and Social Psychology Bulletin*, 11, 1416-1432.
- Van Der Gucht, K., Dejonckheere, E., Erbas, Y., Takano, K., Vandemoortele, M., Maex, E., Raes, F., & Kuppens, P. (2018). An experience sampling study examining the potential impact of a mindfulness-based intervention on emotion differentiation. *Emotion*. Advanced online publication retrieved from: <http://dx.doi.org/10.1037/emo0000406>.
- Yell, M. L., Rogers, D., & Rogers, E. L. (1998). The legal history of special education: What a long, strange trip it's been! *Remedial and Special Education*, 19, 219-228.
- Zenderland, L. (1998). *Measuring minds: Henry Herbert Goddard and the origins of American intelligence testing*. Cambridge, UK: Cambridge University Press.

Zirkel, P. A. (2011). The role of DSM in IDEA case law. *Communique*, 39. Retrieved from:
<http://www.nasponline.org/publications/periodicals/communique/issues/volume-39-issue-5/professional-practice-the-role-of-the-dsm-in-idea-case-law>