Department of Human Services
School Psychology
EPS 661-020 History and Systems
Summer II 2021

Location: Remote  Additional Course Time: 
Office: Human Services 211  Office Hours: T 12:00-1 PM 
Office Phone: 936-468-1306 (or by appointment)
Other Contact Information: Credits: 3 hours
EMERGENCY Contact: (405) 293-3085  Email: ellishernm@sfasu.edu

Prerequisites:

I. Course Description: (brief paragraph)

This course covers the major occurrences and developments in the field of psychology and school psychology and the contributions of important leaders and their systems of thought. Major areas covered are the understanding of psychology’s history, the birth and the development of the behaviorist tradition, the birth and development of psychoanalysis, the paths of gestalt psychology, humanistic and cognitive psychology, and contemporary issues in psychology.

Prerequisites: EPS 502, 560 and 666

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes): The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

This course reflects the following core values of the College of Education:
• Academic excellence through critical, reflective, and creative thinking
• Life-long learning
• Collaboration and shared decision-making
• Openness to new ideas, to culturally diverse people, and to innovation and change
• Integrity, responsibility, diligence, and ethical behavior
Service that enriches the community

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

The goals of this course are closely aligned to those of the College of Education (COE), which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. As a preliminary step in this process the knowledge obtained in this course will enable
candidates to develop the requisite knowledge, skills, and dispositions necessary for admission into the COE Teacher Certification Program.

This course also supports the mission of the Human Services Department. The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

Program Learning Outcomes: Program Specific

The School Psychology Program's philosophy holds that one learns best by engaging in evidence-based intervention. The program mission is to apply behavioral scientific knowledge and methods to the assessment and treatment of learning, behavior, and psychosocial problems in regular and special education populations in the public schools. Our program emphasizes functional analytic, collaborative, and data-based decision making expressed in the following themes:

- An appreciation and respect for the special attributes, dignity, diversity, and unique characteristics of each student as a contributor to our culture;
- A commitment to support the best interests of students over and above bureaucratic and procedural demands of institutions;
- An emphasis on the scientist-practitioner model of problem solving directed at behavioral assessment, intervention, follow-up treatment, consultation, applied and basic research, and on-going program evaluation.
- Our training model assumes that the primary functions of a school psychologist are relevant to both academic and social issues within the public school system. An additional tenet of this training model is that the school psychologist's service is most effective when it is approached from a data-based decision making orientation.
- These goals and the manner in which they are operationalized are consistent with the Stephen F. Austin State University mission, which states that the University is a comprehensive institution dedicated to excellence in teaching, research, scholarship, creative work, and service. These goals also reflect the mission of the James I. Perkins College of Education, which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.
- Through the personal attention of our faculty and staff, we engage our students in a learner-centered environment and offer opportunities to prepare for the challenges of living in the global community.

This course aligns with the National Association of School Psychologist (NASP) Model 10 Domains of Practice (applicable domains in bold). Practices that permeate all aspects of service delivery:

Domain 1: Data-Based Decision Making and Accountability School psychologists have knowledge of varied models and methods of assessment and data collection for
identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 2: Consultation and Collaboration School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services. Direct and Indirect Services for Children, Families, and Schools

Student-Level Services Domain 3: Interventions and Instructional Support to Develop Academic Skills School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health. Systems-Level Services

Domain 5: School-Wide Practices to Promote Learning School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

Domain 6: Preventive and Responsive Services School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

Domain 7: Family–School Collaboration Services School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. Foundations of School Psychological Service Delivery

Domain 8: Diversity in Development and Learning School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Domain 9: Research and Program Evaluation School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

Domain 10: Legal, Ethical, and Professional Practice School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Student Learning Outcomes: Course Specific

Revised May 2, 2021
At the end of this course, students should be able to:

- Understand psychology development as inseparable from society and history
- Appreciate the diversity of theories dealing with cognition, emotion, individual development, and human behavior
- Appreciate the daring efforts of the founders of the first psychological laboratories and psychological societies.
- Appreciate the complexity of the new and developing fields of psychology as a discipline
- Comprehend the complexity of approaches to mental illness, its causes and treatment.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Lecture
Daily lectures will be posted on D2L early in the morning for students. These lectures should be used as a guide for the lecture and for the exams. However, the posted lectures WILL NOT have all the information it will be needed for the quizzes and exams. Reading course materials including will impact students’ grades because portions of the exams will be on reading material that will not be covered in the lectures. Students are responsible for ALL assigned readings and should complete readings for quizzes and exams.

D2L
Students are required to use D2L. Student aids, discussions, assignments, quizzes and exams, official grades, power point lectures and syllabus will be posted on it. To assess D2L, Enter https://d2l.sfasu.edu/ Use the same Login ID and Password that you used for MySFA registration.

Quizzes
Quizzes will include 10 multiple choice and true/false questions. These questions will be derived from the required readings. Please be aware that you are responsible for all of the material in the chapters. No make-up quizzes will be given.

Discussions
You are expected to be an active learner, which includes oral or written participation to the posted discussion threads. Please come prepare to respond to the discussion questions with evidence that you read the chapter and you have investigated other empirical sources of information. Each discussion day or question will be graded as follows:

No evidence of discussion or comment to chapter question- 0
Some discussion or comment- 1
Discussion with evidence that you read the chapter- 3
Discussion with evidence that you read the chapter and added outside information and own experiences with the topic. 5
Exams
There will be one exam in the semester. The exams will include only essay questions. These questions will be derived from ALL the lectures and required readings. Please be aware that you are responsible for all of the material in the chapters. The test will be administered on-line (D2L under the tab Quizzes). You will get 2 hours to take the exam at which time it is over and any questions not answered are incorrect. Be forewarned, you will want to take the test in a place with strong internet access. Dial-up, satellite, or wireless can sometimes freeze and cause you to lose time during testing.

Historical Paper
You will write a term paper that details a particular event and person(s) from the history of psychology (roughly 1800-2000). More details are provided at the end of the syllabus.

GRADING POLICY

1. Quizzes (12x5 points) = 20%
2. Class Participation & Discussions (12x10 points) = 20%
3. Exam (100 points) = 40%
4. Paper = 20%

100%

Grading scale
A = 90 – 100 %
B = 80–89 points
C = 70 – 79 points
D = 60 – 69 points
F = fewer than 60 points

If you experience technical difficulties during a quiz, project, or activity in Desire 2 Learn:
If you experience a technical problem during a quiz attempt, you must notify the professor of the problem prior to the last class day. If the problem can be verified using the quiz log (that shows quiz entry time as well as the time that each question is saved), then the attempt can be reset. If you are having difficulty logging into D2L and cannot take the quiz online, then you must schedule a time to take the quiz in person prior to the last class day.

If you have difficulty completing or uploading a project, you must email your project to your course instructor before the deadline.
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Day</th>
<th>Reading</th>
<th>Topic(s)</th>
<th>Quizzes</th>
<th>Activities</th>
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<tbody>
<tr>
<td>June 28</td>
<td>Class introduction</td>
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<tr>
<td>June 29</td>
<td>Chapter 1</td>
<td>Understanding psychology’s history</td>
<td>Quiz 1</td>
<td>Discussion 1</td>
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<tr>
<td>June 30</td>
<td>Chapter 2</td>
<td>Early psychological knowledge</td>
<td>Quiz 2</td>
<td>Discussion 2</td>
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<tr>
<td>June 31</td>
<td>Individual Meetings Paper Topic 1</td>
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<td>Set meeting via zoom</td>
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<tr>
<td>July 1</td>
<td>Chapter 4</td>
<td>Psychology in the laboratory</td>
<td>Quiz 3</td>
<td>Discussion 3</td>
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<tr>
<td>July 5</td>
<td>Library Day</td>
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<td>Work on gathering information for your historical paper</td>
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<tr>
<td>July 6</td>
<td>Chapter 5</td>
<td>Psychology and the mass society</td>
<td>Quiz 4</td>
<td>Discussion 4</td>
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<td>July 7</td>
<td>Chapter 6</td>
<td>Clinical research and psychology</td>
<td>Quiz 5</td>
<td>Discussion 5</td>
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<td>July 8</td>
<td>Exam 1</td>
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<td>July 12</td>
<td>Chapter 7</td>
<td>Beginnings of Behaviorism</td>
<td>Quiz 6</td>
<td>Discussion 6</td>
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<td>July 13</td>
<td>Chapter 8</td>
<td>Beginnings of Psychoanalysis</td>
<td>Quiz 7</td>
<td>Discussion 7</td>
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<td>July 14</td>
<td>Chapter 9</td>
<td>Gestalt Psychology</td>
<td>Quiz 8</td>
<td>Discussion 8</td>
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<td>July 15</td>
<td>Chapter 10</td>
<td>Psychology after the great war</td>
<td>Quiz 9</td>
<td>Discussion 9</td>
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<td>July 19</td>
<td>Individual Meetings Paper Topic 1</td>
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<td>Set meeting via zoom</td>
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<td>July 20</td>
<td>Chapter 11</td>
<td>Behaviorism &amp; Psychoanalysis mid-century</td>
<td>Quiz 10</td>
<td>Discussion 10</td>
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<tr>
<td>July 21</td>
<td>Chapter 12</td>
<td>Humanistic and Cognitive Psychology</td>
<td>Quiz 11</td>
<td>Discussion 11</td>
</tr>
<tr>
<td>July 22</td>
<td>Chapter 13</td>
<td>Contemporary Issues</td>
<td>Quiz 12</td>
<td>Discussion 12</td>
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<td>July 26</td>
<td>Library Day</td>
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<td>July 27</td>
<td>Library Day</td>
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<td>July 29</td>
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August 2 | Library Day
August 3 | Library Day
August 4 | Term Paper Due
August 5 | Library Day

VI. Readings (Required and recommended—including texts, websites, articles, etc.):


VII. Course Evaluations:

"Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!"

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the
classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [http://www.sfasu.edu/judicial/earlyalert.asp](http://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:
Guidelines for Historical Term Paper

As described above in the syllabus, a major component of the course grade is a term paper. Below are some guidelines and suggestions for writing a paper that focuses on historical issues related to psychology.

You should also meet with me for help on the paper, especially during the early stages of topic selection, source selection, and thesis construction.

Selecting a Topic: • The topic must be a specific historical episode or event with lasting consequences in the history of psychology, focused between approximately 1800 and 2000 (see examples below).

Please avoid over-done topics such as Freud's id/ego/superego, Piaget's cognitive stages, Jung’s collective unconscious, Pavlov’s classical conditioning, etc.

If you are interested in one of these topics, you should find a related topic (probably a historical antecedent, or some specific, nuanced, and not-so well-known aspect) and explore how it relates to the more popular topic. Topics that have been recently covered in this course may be declined.

The paper:
• The paper must integrate historical antecedents (philosophical, scientific, and psychological), as well as later events in psychology for which your event served as an antecedent.

• The paper must include a focus on one or more historical figures from within the primary discipline of psychology.

• Lots of things might count as an “historical episode or event:” The publication of an important book; a classic experiment or study; the development of a psychological test, method, or theory; a famous controversy, debate, or disagreement; etc.

• Your paper must have a thesis or, at a minimum, an overall theme or goal. In other words you want to do more than just describe a catalog of events; you should develop a point of view, or have a common thread (or small set of threads) that runs through the paper.

Ask yourself, what are 1 to 3 issues, main themes, or perspectives that I want the reader to remember after having read the paper? Have those themes shape your paper so that it has cohesion, structure, and direction.

And after turning in your bibliography, check your sources to make sure that you can address those issues, themes or perspectives effectively.
• Be sure to develop arguments on the basis of evidence, rather than personal opinion or authority. APA style requires that you support factual, and even most opinion, statements with references to published literature.

Sources: • The bibliography must include both primary and secondary literature from 10-20 sources. A good rule of thumb is that you use at least 6 primary sources (books, chapters, or articles by the primary historical figures and their contemporaries) and at least 4 sources from the primary scholarly literature (peer-reviewed journals, chapters, or scholarly books). These are minimums, as the number of sources required will vary greatly depending on length and type of the primary sources (e.g., book vs. article), the scope of the question, and your specific perspective on the question, although you should not rely too heavily on any one source.

• You may not have more than 2 references from non-scholarly sources. These sources include textbooks, popular magazines (e.g., Time, U.S. News), encyclopedias, web pages or other electronic sources. You may not reference the course notes or the instructor. You may reference the text (but very sparingly). Although Wikipedia may be a great place to start as it can lead you to other interesting sources, you cannot use a Wikipedia article as a source for your paper.

• You are encouraged to reference the course readings when appropriate.

Format and Style:
• Papers must be in APA format and written in APA editorial style, and must make use of one or two levels of section headings.
• In addition to the body of the paper, you must include a title page, abstract, and references section. Tables and figures are optional, but encouraged if useful.
• You should keep the number of direct quotations to a minimum, no more than four or five. Use them only where the exact wording of the original is important. Citations and direct quotations must be in APA format.

Papers receiving high scores will:
• have a clear and coherent thesis that guides the logic of the paper;
• have a representative review of the relevant literature;
• have logical development of arguments, clear organization, and linear flow;
• consist of scholarly arguments (evidence-based, rather than intuition-, authority-, or opinion-based);
• be accurate and complete with respect to the historical event and figure(s);
• place issues, methods, interpretations, etc., in the broader historical context;
• be written with excellent grammar/syntax, and sentence, paragraph, and section structure;
• have professional appearance and follow the APA style (including APA-style citations and references, use of headings, figures & tables, page numbers)
• typically be in the 3500-4500 word range. At around 250 words/page, this is at least 14 pages, not including the title page, abstract, and references.

Examples of Paper Topics:
• Flourens vs. Gall on Phrenology: Localization of function in the 19th century
• Color vision theorists: Ladd-Franklin vs. Hering and Helmholtz
• Fechner's Psychophysics: psychology as physiological philosophy?
• Introspective methodologies of the 19th century
• Wundt's Völkerpsychologie
• Donders' mental chronometry
• Phenomenology, intentionality, and the active mind
• Ebbinghaus and the sense of nonsense material • Mental measurement and the nature-nurture controversy
• James on will and habit
• The James-Lange theory of emotion
• Calkins's self-psychology • Hall and the development of developmental psychology
• Dewey, functionalism and the reflex arc concept
• Thorndike's cats and the Spencer-Bain principle
• Washburn's Animal Mind vs. Watson's mindless animals
• McDougal vs. Watson on instincts
• Würzburg and the imageless thought controversy
• L. S. Hollingworth and the psychology of gifted children
• Sechenov and early Russian psychology
• Tolman and Hull on intervening variables
• Lewin's field theory
• Gestalt and Behaviorism on transposition
• Pinel and Dix: the reformation of inpatient treatment of the mentally ill • Witmer and the origins of the psychological clinic
• Charcot vs. Liébeault on hypnotism
• Horney's psychoanalysis: basic hostility and basic anxiety
• Lashley's search for the engram and the doctrine of equipotentiality
• Hebb's cell assemblies and connectionism