Department of Human Services and Ed. Leadership  
School Psychology  
SPSY 6349 History and Systems  
Summer I 2024

Instructor: Luis E. Aguerrevere Ph.D.  
Office: HSTC 105 D

Course Time & Location:  
Zoom/Online/HSTC 301  
Electronic Office Hours: MR 3:30-4:30 PM

Office Phone: 936-468-1153  
Other Contact Information:  
Email: aguerrevle@sfasu.edu (please do not use D2L email)

Credits: 3

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.

II. Course Justification:

Each week of a 5-week semester, doctoral students will engage in 3 hours of reversed classroom activities, including leading lectures and discussions of readings, case studies, and selected research projects. Additionally, the class will require students to devote a minimum of 9 hours to reading material and completing the necessary online course requirements, such as but not limited to out-of-class discussions, quizzes and exams. [total of reversed classroom activities=45 hrs and total out of-class activities=90 hrs; grand total of approximately 135 hrs for the 3 credits]

Prerequisites: none

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:

1. Human Diversity: Candidates demonstrate awareness and sensitivity in working professionally with diverse individuals, groups, and communities.
2. Psychoeducational Foundations: Each graduate student must demonstrate appropriate knowledge of historical, political and laws, policies, and procedures that affect the field of psychology and education.
3. Content Knowledge: Each candidate must also demonstrate the ability to use knowledge of biological, psychological sociocultural, ethical and legal factors to understand typical and atypical behavior.
4. Research & Technology: SFA trained psychologists must demonstrate the ability to use their knowledge of research, statistics, and evaluation methods to inform all areas of practice, from choosing appropriate methods for collecting information to making recommendations for interventions based on empirical evidence.
5. Professional Skills and Dispositions: Candidates will conduct themselves in a manner that reflects the values and attitudes alienated with the American Psychological Association policies and guidelines; The candidate will demonstrate knowledge, skills, and professional work characteristics/ dispositions and effectively apply them in the practice.
6. Application of Principles and Procedures: Assessment that demonstrates candidates’ knowledge, skills, and dispositions are applied effectively in the practice of psychology. As part of this assessment, each graduate student must document the ability to use both problem-solving (client-centered) and process-focused (consultee-centered) models of consultation.
7. **Communication:** The candidate will demonstrate proficiency in communication skills relevant to the field of psychology both written and spoken. This may include, but not be limited to, effective writing for different purposes, effective presentation skills for a variety of audiences and purposes, and skills for interacting appropriately with others.

**Student Learning Outcomes: Course Specific**

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.**

**Online 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.

**Student Led Lectures**  
Each student will lead a discussion for 15 minutes that details a one or more particular event and person(s) from the history of psychology based on the 50 classics in psychology book. The following guidelines for the lecture:

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

2. The presentation must include a focus on one or more historical figures from within the primary discipline of psychology or school psychology.

3. 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.

4. Your presentation has a thesis or, at a minimum, an overall theme or goal.

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

6. Be sure to develop arguments based on evidence, rather than personal opinion or authority.

**Paper**  
Students are tasked with composing a 10-20 page paper centered on a pivotal study or historical event in psychology discussed in class for the week, adhering to several key guidelines. First, the paper must intricately weave together the historical roots of the chosen event, encompassing
philosophical, scientific, and psychological antecedents, while also tracing its influence on subsequent developments in psychology, all meticulously referenced. Second, emphasis should be placed on one or more historical figures within the primary discipline of psychology or school psychology, illuminating their contributions and significance. Third, the chosen historical episode or event should encompass a broad spectrum, ranging from seminal publications to groundbreaking experiments or theories, ensuring a rich and diverse selection of topics. Fourth, the paper should articulate a clear thesis or overarching theme, guiding the narrative with purpose and direction. Fifth, the author must identify and prioritize 1 to 3 key issues, themes, or perspectives, shaping the paper's cohesion and structure. Sixth, arguments should be grounded in evidence rather than personal opinion or authority, adhering to APA style guidelines by substantiating factual and opinion-based assertions with scholarly references. Lastly, students are encouraged to draw upon course readings where applicable, enriching their analysis with insights from the curriculum. Rubric at the end of the syllabus.

**GRADING POLICY**

1. Quizzes (12x5points)  
   10%  
2. Discussions (12x10points)  
   10%  
3. Student led discussions  
   20%  
4. Paper  
   40%  
5. Exam (100points)  
   20%  

**100%**

Grading scale  
A = 90 – 100 %  
B = 80– 89 %  
C = 70 – 79 %  
F = less than 70%

**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: (bold indicates that we meet on campus)

<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 3</td>
<td>Class introduction</td>
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<tr>
<td>June 4</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 5</td>
<td>Chapter 2</td>
<td>Early psychological knowledge</td>
<td>Quiz 2</td>
<td>Discussion 2</td>
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<td>June 6</td>
<td>Chapter 3</td>
<td>Class discussion on 50 classics book 1-7</td>
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<td>June 10</td>
<td>Chapter 4</td>
<td>Class discussion on 50 classics book 8-14</td>
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<tr>
<td>June 11</td>
<td>Chapter 5</td>
<td>Psychology in the laboratory</td>
<td>Quiz 3</td>
<td>Discussion 3</td>
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<tr>
<td>June 12</td>
<td>Chapter 6</td>
<td>Psychology and the mass society</td>
<td>Quiz 4</td>
<td>Discussion 4</td>
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<td>Jun 13</td>
<td>Chapter 7</td>
<td>Class discussion on 50 classics book 15-22</td>
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<td>June 17</td>
<td>Chapter 8</td>
<td>Class discussion on 50 classics book 23-30</td>
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<td>June 18</td>
<td>Chapter 9</td>
<td>Clinical research and psychology</td>
<td>Quiz 5</td>
<td>Discussion 5</td>
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<tr>
<td>June 19</td>
<td>Chapter 10</td>
<td>Beginnings of Behaviorism</td>
<td>Quiz 6</td>
<td>Discussion 6</td>
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<tr>
<td>June 20</td>
<td>Chapter 11</td>
<td>Class discussion on 50 classics book 31-38</td>
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<td>June 24</td>
<td>Chapter 12</td>
<td>Class discussion on 50 classics book 39-45</td>
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<tr>
<td>June 25</td>
<td>Chapter 8</td>
<td>Beginnings of Psychoanalysis</td>
<td>Quiz 7</td>
<td>Discussion 7</td>
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<tr>
<td>June 26</td>
<td>Chapter 9</td>
<td>Gestalt Psychology</td>
<td>Quiz 8</td>
<td>Discussion 8</td>
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<tr>
<td>June 27</td>
<td>Chapter 10</td>
<td>Class discussion on 50 classics book 45-50</td>
<td>Paper due</td>
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<tr>
<td>July 3</td>
<td>Chapter 11</td>
<td>Psychology after the great war</td>
<td>Quiz 9</td>
<td>Discussion 9</td>
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<tr>
<td>July 4</td>
<td>Chapter 12</td>
<td>Behaviorism &amp; Psychoanalysis mid-century</td>
<td>Quiz 10</td>
<td>Discussion 10</td>
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<tr>
<td>July 5</td>
<td>Chapter 13</td>
<td>Humanistic and Cognitive Psychology</td>
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<td>Discussion 11</td>
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<tr>
<td>July 6</td>
<td>Chapter 14</td>
<td>Contemporary Issues</td>
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<td>Discussion 12</td>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Butler-Bowdon (2007) 50 Psychology Classics: Who We Are, How We Think, What We Do

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

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**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 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.texes.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:
The presentation:

7. The presentation must integrate historical antecedents (philosophical, scientific, and psychological), as well as later events in psychology for which your event served as an antecedent. Make sure to reference these appropriately.

8. The presentation must include a focus on one or more historical figures from within the primary discipline of psychology or school psychology.

9. 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.

10. Your presentation have a thesis or, at a minimum, an overall theme or goal.

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

12. 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.

13. You are encouraged to reference the course readings when appropriate.
Presentation Rubric

Name ______________________________

Score______________________

Criteria Excellent (5) Good (4) Fair (3) Poor (2) Very Poor (1)

1. Content
   - Thoroughness and depth of research: Provides a comprehensive and in-depth understanding of the topic, including key figures, theories, and milestones in the history of psychology.
   - Accurately covers the important aspects of the topic, but with some minor gaps or omissions.
   - Presents an overview of the topic but lacks depth or misses significant aspects.
   - Content is limited and lacks important details.
   - Content is incomplete or incorrect, demonstrating a lack of understanding.
   - Accuracy of information:
     - Presents accurate and well-supported information with clear citations and references.
     - Information is mostly accurate and supported by appropriate sources.
     - Information is somewhat accurate, but lacks proper citations or references.
     - Contains some inaccuracies or errors. Information is largely inaccurate or unsupported.
   - Organization and structure:
     - Clearly presents information in a logical and organized manner, with a clear introduction, body, and conclusion.
     - Information is generally well-organized, but with some minor issues in structure or flow.
     - Organization is somewhat confusing or disjointed, affecting the overall coherence of the presentation.
     - Lacks a clear organizational structure, making it difficult to follow.
     - Organization is extremely poor, making it nearly impossible to understand the presentation.

2. Delivery and Presentation Skills
   - Clarity and articulation:
     - Speaks clearly and articulately, using appropriate language and vocabulary.
     - Speech is generally clear and understandable, with some minor instances of unclear pronunciation or enunciation.
     - Speech is somewhat unclear or mumbled, making it difficult to understand at times.
     - Speech is often unclear, mumbled, or difficult to understand.
     - Speech is unintelligible or largely incomprehensible.
   - Engaging and confident presentation:
     - Engages the audience with a confident and enthusiastic delivery, using appropriate body language and eye contact.
     - Presentation is mostly engaging and confident, but with some instances of hesitancy or lack of eye contact.
     - Presentation is somewhat dull or lacks enthusiasm, and the speaker appears nervous or lacks eye contact.
     - Presentation is monotonous, lacks energy, and the speaker seems uncomfortable or disinterested.
     - Presentation is entirely disengaging, and the speaker lacks confidence and any attempt to connect with the audience.
   - Time management:
     - Stays within the allocated time frame, effectively managing time to cover all important aspects of the topic.
     - Mostly manages time effectively, but slightly exceeds or falls short of the allocated time.
     - Poor time management results in incomplete coverage of the topic or excessive rushing.
     - Consistently goes significantly over or under the allocated time frame.
• Presentation is significantly shorter or longer than the required time, indicating a complete disregard for time management.

3. Visual Aids and Supporting Materials
   • Use of visual aids:
     • Utilizes appropriate visual aids (e.g., slides, images, videos) effectively to enhance understanding and engagement.
     • Visual aids are mostly relevant and support the content, but with minor areas for improvement.
     • Visual aids are somewhat relevant but lack clarity or fail to enhance understanding. Visual aids are distracting, irrelevant, or hinder comprehension.
     • No visual aids are used, or the ones used are entirely unrelated or inappropriate.
   • Integration of supporting references:
     • Effectively integrates references to provide information.
     • Integrates references appropriately, but with minor issues in clarity or relevance.
     • Attempts to include references, but they are somewhat disorganized or lack clear relevance.
     • References are unrelated or poorly integrated, providing little value to the presentation.
     • No references included.