PSY 605 – History and Systems

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Guiding principles

I hope we can foster a sense of community in this classroom and consider it to be a place where we all will be treated with respect. I welcome students of all ages, backgrounds, beliefs, ethnicities, gender identities, marital/parental status, military/veteran status, national origins, religious and political affiliations, sexual orientations, socioeconomic status – and other visible and nonvisible differences. Each person in the class is encouraged to share their unique perspective as an individual, and are not expected to act as a representative of any category. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class. If this standard is not being upheld, please feel free to speak with me...and I encourage you to speak with each other.

On a personal note: If you ever have a concern about my behavior, please, please don't hesitate to approach me in person (in the moment in class, or elsewhere), by email, or with an anonymous note under my door…whatever it takes so that I can continue my development and learning about co-creating an inclusive classroom environment. Thank you.

My expectations and hopes for the semester

My expectations for myself in this course are to be engaged, curious, respectful, thoughtful, challenging, and fully committed to your learning over the semester. Feedback and assessments will be timely, fair, and designed to support your professional growth and competence as a psychologist. I will do all I can to foster a classroom environment that is conducive to your learning. I also expect to be very interpersonally active with you and to utilize humor in a way that is appropriate and assists your understanding of the concepts we are discussing.

My expectations for you are that you will be in class on time, be ready to make your case presentations as scheduled, and be prepared to engage with your classmates and me about what you are learning and how your own experience shapes your understanding. I also expect that you will communicate with me directly and as soon as possible if you find yourself struggling with any aspect of the course, so that together we can identify problem-solving options to maximize your successful completion.

Throughout our class meetings we'll spend considerable time laying a foundation conducive to respectful yet challenging discussions through which we all can grow. I hope we will grapple with complicated, emotional, and thought-provoking topics as a community, and to understand that learning and teaching come from our shared experiences and critical self-reflection. We enter this exploration together, and together we are responsible for its success. If there's anything that your classmates and I can do to support your growth here, please don't hesitate to let us know; we are creating a competence community.

Course overview

COURSE UNIT VALUE: 3

For each semester, one (1) hour of credit is assigned per hour each week of classroom or direct faculty didactic instruction (that is, per hour of lecture or student in-class time) and a minimum of two (2) hours of out-of-class student work (homework). I suggest you plan on at least three hours per week.

COURSE INSTRUCTOR CONTACT INFORMATION

Name: David Jull-Patterson, PhD
Pronouns: he/him/his
Room: CNU CoPsy Suite 210, room #212, 2920 Prospect Park Drive, Rancho Cordova
Email: david.jull-patterson@cnsu.edu

I don't check email after 17:00 on weekdays or on weekends or holidays - please plan accordingly!

Please do not use Teams or Canvas to communicate with me, as I do not monitor those sites for student communication. Contacting me using my email address will ensure I get back to you in a timely manner.

I TRULY ENJOY MEETING WITH STUDENTS OUTSIDE OF CLASS

1:1 conversation: by appointment (I generally have 12-15 hours per week available).

You can easily see my student meeting schedule and make an appointment with me (please be sure you're entering an appointment in Pacific time). Unless you are one of my advisees, you may only have one appointment booked at a time.

Feel free to stop by my office to see if I'm available for a curbside consult.

Use this hyperlink to access my online scheduling system and let me know if you want to meet in person or through Teams:

Dr. Jull-Patterson 1:1

Hang on to the confirmation email for your appointment, because you'll need it to cancel or reschedule your appointment. Here's what it looks like in your confirmation:

If this event hasn't been added to your calendar automatically, you can add it using these links:

> **Add to Google**

> **Add to Office 365**

> **Download Calendar Invite**

Click here to cancel this booking
Click here to reschedule this booking

When you're meeting with me online, here's the Teams hyperlink you'll need:

PSY 605 Teams

CLASSROOM AND MEETING TIMES

Room: Classroom 212, 2920 Prospect Park Drive, Rancho Cordova
Time: Mondays, 09:00 – 12:00,
Spring semester — January - May 2022

COURSE DESCRIPTION

This course is the second semester of Practicum Preparation. It prepares you for starting work in the community as new practitioners. You will work toward understanding theoretical orientations and case formulation, reviewing your role as a student volunteer, identifying your rights and responsibilities as a practicum student, and practice procedural elements such as charting and how to document your training experience.

WHY THIS COURSE?

This course includes the origins and development of major areas in the discipline of psychology. The class will move through historical changes in the profession while examining the social and cultural factors that contributed to the advent of specific theories. The course will also examine the changes that have occurred in the discipline, its expanding role in healthcare, and its current state as a profession. As third-year doctoral students, you'll utilize what you've learned about conducting research to write two papers that show your advanced level of academic experience and knowledge,

PREREQUISITE COURSES

None

PREREQUISITE KNOWLEDGE

None

LAST TIME THIS COURSE WAS TAUGHT

Spring 2022

Discipline-specific knowledge and profession-wide competencies

DISCIPLINE-SPECIFIC KNOWLEDGE (DSK)
Category I: History and systems of psychology, including origins and development of major ideas in the discipline of psychology

PROFESSION-WIDE COMPETENCIES (PWC)
Competency V: Communication and interpersonal skills
Doctoral students are expected to:
1. develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
2. produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
3. demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Course learning goals, objectives, and outcome measures

COURSE LEARNING GOALS AND OBJECTIVES

1. By successfully completing this course, you will identify and understand basic facts, concepts, and issues in the philosophical and scientific foundations of the discipline of psychology.
    Objective A: Lead the class in a discussion of information from the history of psychology literature.
    Objective B: Contribute your knowledge in class discussions about the history of psychology.
    Objective C: Reach a minimum level of achievement in course examinations.

2. By successfully completing this course, you will demonstrate and apply capacity for critical thinking with concepts and issues of philosophical and scientific foundations of professional practice.
   Objective A: Analyze and evaluate the presentations of your peers' article discussion leads.
   Objective B: Apply a feedback model to communicate your analysis and evaluation.
   Objective C: Provide feedback in a professional manner.

3. By successfully completing this course, you will analyze historic origins and paths of development of current science and the profession of psychology.
   Objective A: Reach a minimum level of achievement in the *Five Generations* professional influences paper.

4. By successfully completing this course, you will analyze and evaluate instances where psychology has not lived up to its own principles, and the impact of that behavior on the subsequent response by the profession.
   Objective A: Reach a minimum level of achievement in the *Scandals and Controversies* paper.

COURSE OUTCOME MEASURES

Here are how these outcomes map onto profession-wide competency goals, as well as the outcome measures for these goals:

Course learning objective	Discipline-specific knowledge/Profession-wide competency	Weeks	Outcome measure	Minimum level of achievement
Identify and understand basic facts, concepts, and issues in the philosophical and scientific foundations of the discipline of psychology	DSK 1 PWC 5-1,2	All	Article discussion lead; participation; quizzes; final	80% or better on article discussion lead; contribute one in-class comment
Demonstrate and apply capacity for critical thinking with concepts and issues of philosophical and scientific foundations of professional practice	DSK 1 PWC 5-1,2,3	All	Article discussion lead; participation; quizzes; final	80% or better on article discussion lead; contribute one in-class comment
Analyze historic origins and paths of development of current science and the profession of psychology	DSK 1 PWC-5-2,3	14	*Five Generations* paper	80% or better on *Five Generations* paper
Analyze and evaluate instances where psychology has not lived up to its own principles	DSK 1 PWC 5-2	9	*Scandals and Controversies* paper	80% or better on *Scandals and Controversies* paper and presentation assignment

What will you be doing in this course?

TEACHING METHODS

As your professor, I will provide options for:

- Faculty didactic instruction
- Experiential learning
- Class discussions
- Article reviews and discussions
- Our 1:1 meetings

ASSESSMENT METHODS

I will evaluate your learning through the means of:

- Class participation
- Essays
- Learning assessments
- Class presentations

TECHNOLOGY PROFICIENCY REQUIRED FOR THIS COURSE

Web-based course management (Canvas); presentation program (e.g., Keynote, PowerPoint, or Prezi); word processing program (Word). As part of your enrollment here at CNU you can download Microsoft Office at no cost; this software package includes PowerPoint and Word. Your written assignments in this course must be submitted in Word format.

COMMUNICATION

I will communicate with the class through email. It will be the primary means of communication between me and your cohort outside of class time. Please be prompt in responding to emails – not including weekends and holidays, no more than 48 hours should lapse before emails are returned or acknowledged. Please do not use Canvas or Teams for messages to me. The Canvas site for this course will be used extensively to provide article access, a calendar for assignment due dates and times, and the spot to upload your assignments. If you are unfamiliar/uncomfortable with course management software like Canvas, please peruse the following website to help acquaint yourself: https://community.canvaslms.com/community/answers/guides/

Communications may include changes or cancellations in class, office hours, meeting rooms or times, and/or assignments. Please go into your personal profile in Canvas and confirm that the email address listed is the email you will be reading on a daily basis. The class topics and reading assignments are subject to change with a week's notice.

FYI: I only write letters of recommendations for my advisees, teaching assistants, and current students in my Practicum Case Conference or Practicum Preparation courses.

CHANGING YOUR SELF-PERCEPTION

In the graduate program here at CoPsy, you are called students, but to me you are really apprentices. Hence, I suggest you engage in a self-perception shift: **STOP** thinking of yourselves as students and **START** thinking of yourselves as apprentice psychologists. For some, this shift can be plagued by a feeling of "imposter syndrome," and this can be particulalry pernicious for students from marginalized backgrounds.

What's the difference between students and apprentices? One difference is that students do as little as possible to get the best grade they can; apprentices try to learn as much as they can and practice whenever possible so that they can function well when they leave the apprenticeship.

A second difference is that students get upset when they get corrective feedback; apprentices want corrective feedback because they *want to get better* in their chosen line of work. As Vince Lombardi said during his first team meeting as the Green Bay Packers' coach in 1959, "... we are going to relentlessly chase perfection, knowing full well we will not catch it, because nothing is perfect. But we are going to relentlessly chase it, because in the process we will catch excellence" (Carlson, 2014, p. 149). Be mindful about how you give your peers feedback, and always look for the learning opportunity in the feedback you receive.

You will need to practice and improve your skills; this class will give you the opportunity to do so. In doing so, you will make errors. Observers (me, other class members) will try to gently point out your mistakes so that you can come to recognize and fix them yourself. After all, part of the training of a bricklayer is to recognize when a crooked wall has been put up and to know when to tear it down and start over, and maybe to eventually avoid putting up those crooked walls. I hope to develop interdependence in this classroom setting, and within this cohort, where each one of us provides collaborative guidance for each other (Skowronski, 2014). And if that imposter syndrome raises its head, talk with your colleagues, your advisor, and with me; you are in this program because you deserve to be, and as a member of the Admissions Committee, I stand behind our decision.

ADULT LEARNING

In my teaching I use principles of adult learning, with an understanding that new knowledge has to build upon and "fit" with knowledge you already have, and that you have to be able to "unlearn" or revise previous knowledge to accommodate new perspectives. Also, scholarship of teaching and learning (SoTL) literature shows that adult learners often learn differently from those who are learning everything for the first time. As a result, I rarely lecture, and I am happy to spend some time explaining particular readings or concepts if there are requests for this. I rely on you (as adult learners) to set your own learning goals, and to let me know if some discussion or clarification of readings in class would be useful.

- Your learning is directly correlated with the effort you expend in taking responsibility for your own goals and agendas.
- We will discuss many of the readings, but we will not automatically review them in class; I will look for evidence that you have done all the readings in your assignments.
- It is your responsibility to let me know if some discussion of a particular reading or concept would be useful or interesting, if you have a question, or you aren't sure you see the relevance of something you read or heard (Reed, 2014).

ATTENDANCE, TARDINESS, AND BEHAVIORAL EXPECTATIONS

I expect you to attend all classes in their entirety; it is impossible to make up what has transpired. *I define missing class as missing 15 minutes or more of scheduled class time.* If you miss 1-4 classes, you will lose the 10 points awarded for active participation in each class. If you miss a fifth class, by college policy you will have to withdraw from the course and retake it the followiing year. Please consult the *CNU Policies* section in this syllabus for a list of what are considered excused absences.

Being on time means you are sitting at your table, all materials needed are out and ready for access, and you are ready to begin learning. If you are tardy (late by less than 15 minutes), you give up half of your participation points for that class. Swinging through the door at exactly the class start time means you are tardy.

I also understand that the vagaries of life can strike at unexpected times. The development of executive function also varies across students. Balancing the importance of your learning with the need for professional attention to timeliness and with life's curveballs, I will automatically drop the three lowest participation scores at the end of the semester.

You must demonstrate professional behaviors and meet the requirements of the class, such as timely completion of assignments, attendance, and meeting ethical and professional standards of care. It's important to remember that students with learning and thinking differences aren't exempt from these standards. Demonstration of professional behavior (professionalism) includes following the APA Ethical Principles for Psychologists and Code of Conduct; adhering to school guidelines as listed in the Student Handbook, and complying with other directives from the CNU administration. In addition, professionalism includes respectful and responsible speech and actions, communicating directly should issues or problems arise, and maintaining professional boundaries, such as the confidentiality of patients and the privacy of classmates and professors.

If you identify a problem that is affecting your course performance, contact me immediately so together we can develop an appropriate action plan to help you succeed. Please do not wait until the end of the semester or just before an assignment is due to reach out to me. I encourage you to chat with me in person or use my appointment website to schedule a meeting.

ELECTRONICS POLICY

The class will be, overall, an electronics-free zone. In the Files section in Canvas I've provided you some research on why I've made this choice (Muller et al., 2014; Sana et al, 2013). However, each week one of you will serve as "electronics lead." This person is responsible for being our online access specialist for the class, answering questions when we need to access the web to get information to specific quandaries and questions. Between yourselves as a cohort, you will decide how to make the selection of who will do this each week. You are welcome to take your own notes utilizing a paper-based format. All accessibility requirements related to electronics are honored.

CLASS PARTICIPATION

Sharing ideas and engaging in intellectual dialogue are requirements of the course. Participation in class discussion is an important component of my ability to assess your competence. Through your participation you contribute to others' learning and advance your own understanding. It is one way that you demonstrate your mastery of class material and course objectives as well as your ability to engage in problem solving and professional learning behaviors.

The class is designed using group discussion to help facilitate class participation. Throughout the course you are responsible for being familiar with and participating in discussions of assigned articles—they are the didactic basis of the course. Through reading and discussions of articles you will acquire the scientific and theoretical knowledge base to meet course learning outcomes. Assessment of participation in class discussion is based on:

- Preparation – you read the article, brought a copy to class, are familiar with its content, and are prepared to discuss it;
- Willingness – you contribute to class discussion and comment on other classmates' presentations;
- Quality of contribution – you understand the readings, synthesize ideas, explore and question meanings, and apply concepts.

WRITTEN ASSIGNMENTS

At the graduate level, I expect you to use primary sources for your research. You are welcome to use sources such as Google Scholar and Wikipedia for your initial information scan, but they are not appropriate research sources for doctoral students.

You are required to use APA format for your written work. Your use of *Academic Writer* will help you master this writing style–it is how we as psychologists communicate with each other and its use in the College contributes to your acculturation to the profession.

I want you to focus your critical skills and synthesize what you are learning from the readings and class discussions. Mastery of basic skills of grammar and composition are assumed at this level of education. Please write in the first person (using *I*) and not in the third person (using *the writer* or *we* or *psychologists*). Don't just rephrase other authors' work — give your own perceptions or ideas. Be sure

you include concepts from readings and class discussions as appropriate. Please don't recap what is in the article or chapter - I already read it, and that is why I chose to assign it.

In the past, my students have been puzzled as to why they got a grade on an assignment that was lower than they expected. If I have asked for certain aspects to be addressed in your writing, you skip an aspect at your own risk! Your grade will be lower if an aspect I've asked you to respond to is not addressed. I endeavor to make sure that all aspects are reflected in the grading rubric.

The biggest suggestion I can make about your writing assignments (other than to check your "writing hygiene" - spelling, punctuation, grammar, syntax, paragraph structure, essay composition, etc.)? The prudent student will adopt this manifesto:

"I will tell you about my thinking. I know you are interested not only in the issues upon which I've chosen to focus, but *why* I chose them, *what* I think about them, and *how* they have an impact on my development as a psychologist."

Missed assignments will result in a lower grade or failure of the class, depending on the work missed. At my discretion, missing more than one major assignment can result in failing this class. If, however, you are *seriously ill* and provide a doctor's note to the Assistant Dean of Student Affairs, the assignment may be submitted.

Know that I use plagiarism-detection software to actively ensure that your work is indeed your own. Plagiarism is a form of cheating, and it is a serious violation of professional standards the Ethics Code, and the Code of Conduct for the College of Psychology. The following is adapted from Root (2002):

Sometimes students are unclear about what can constitute plagiarism. Let me clear that up for you.
- Plagiarism is a form of cheating, punishable by a zero for the assignment or failure in the course in which it occurs and possibly, through review of the Professional and Academic Standards Committee and the entire faculty, dismissal from the program.
- Plagiarism can take a number of forms, including the re-use of your own written work without appropriate modifications and/or without my permission.
- Submitting text written by a generation system as one's own, e.g., entering a prompt into an artificial intelligence tool such as ChatGPT and using the output in a paper, is also plagiarism.
- Plagiarism most commonly occurs when material is taken from a source without proper citation. Whenever material is directly quoted it must appear in quotation marks and be properly cited in the text. A citation without quotation marks is not adequate since it implies that the material quoted is your wording. It is even less acceptable to simply put the source of material in a bibliography at the end of your paper, with neither quotation marks nor references made in the text.
- Indirect quotations—that is, points taken from some source but restated in your own words— should not appear in quotation marks, but the source from which they come should be cited in the text.
- If you are unclear on how to cite the work of others, review the Publication Manual of the American Psychological Association (7th ed.) chapter 8: "Works credited in the text" (p. 253-280).
- If necessary, ask me for further clarification. Remember that a course grade or even your career could be jeopardized by ignorance in this matter. Ignorance does not constitute an excuse for plagiarism. (p. 7)

If writing is difficult for you, please inform me and we will work together as needed to help you meet the writing requirements. If you get a score of less than proficient in the *Structure* or *APA writing style, grammar, and mechanics* criterion of the essay scoring rubric, I will refer you to external writing supports such as *APA Academic Writer, Coursera* offerings, or COPSY tutors.

VERBAL ASSIGNMENTS

Your ability to cogently lead a discussion or make an oral presentation will stand you in good stead throughout your career. In situations as varied as rounds, team meetings, and department educational

activities, the verbal fluency you display reflects on your own ability and competence. It also gives an indication, particularly in interprofessional settings, of how the profession of psychology expects its practitioners conduct themselves. There are resources (e.g., Jacobs & Hyman, 2010) available to help you make your oral presentation effective; we'll also talk about tips and techniques in class.

If you are unable to present your oral assignment on the day you scheduled, it is your responsibility to switch presentation time with a classmate as soon as possible and send me an email to let me know about the exchange. If you miss your presentation without arranging for another presentation in its place, I will regard your presentation as a missed assignment and give you no points.

Just as with writing, if speaking in class is difficult for you, please inform me and we will work together as needed to help you meet this requirement. If you find that anxiety about speaking is impeding your classroom or clinical performance, working with a local Toastmasters club or getting treatment for anxiety may provide assistance at improving your presentations or clinical work. Remember that you need to do presentations for your MILE, your dissertation proposal, and your dissertation defense…and you will need to be effective in communicating with your patients and other care providers.

WORKLOAD AND MY GRADING COMMITMENT

For every hour in class, plan to reserve 2-3 hours outside of class for reading and writing (the definition of the Carnegie unit, the basis for granting course credit in U.S. colleges and universities). Considering class attendance and outside work, plan to spend 9-12 hours per week on this course.

I do not give extra credit points or assignments.

My intention is to grade assignments and return them to you within 14 days. If you have not heard from me and have not received your assignment grade by that time, please contact me to let me know that.

ASSIGNMENT SUBMISSION POLICY

I do not provide asynchronous feedback on your assignments. I **am** happy to meet with you to go over your article discussion leads or your essays before they are due. Procrastination about setting up an appointment for this type of meeting will not serve you well: my schedule can get very full close to assignment due dates, and the online appointment system does not allow scheduling of appointments that are within 24 hours of booking.

For oral presentations, switch with someone in class to take over your scheduled article presentation if you won't be in class, or exchange readings at the beginning of the semester for an absence you know is approaching.

For written assignments, please upload your assignments to me through our Canvas portal; do not send them to my email. Each assignment is due by 09:00 on the date listed in the syllabus. Bring a hard copy of the assignment to class if you have a problem uploading the assignment. Assignments submitted in hard copy have the same due date and time as those electronically submitted; you will still have to upload a Word electronic copy as soon as possible. If you miss the class when an assignment is due, you must still submit your assignment by the due date and time (unless you have an excused absence; excused absences on the day an assignment is due require documentation from a third-party source).

Be sure you have performed your ablutions and tithed to the Gods of Electronics, because *I do not accept late papers without a consequence*, and please…don't ask me to make an exception for you. Following directions and meeting deadlines is a meta-goal within this course. My expectation of your adherence to the time frame is also related to the development of your professionalism. Your clinical work will suffer if your patients can't rely on you to be punctual in your appointment with them, or you may be in legal trouble if you don't submit paperwork in a mandated timeframe; this requirement is designed to support your further development of professional behavior and increase the level of your earned credibility within the health care community and with your patients.

Balancing the importance of your learning with the need for professional attention to timeliness of your work, I'm using a different way to structure my late essay submission policy than you may have experienced in your other academic settings. It maximizes learning and reduces an unfair advantage of

some people having more time than others to complete an assignment. Here is the grading protocol for the two essay assignments:

Time the paper is submitted	What you can do
Before and up to the due date and time (upload to Canvas)	Your paper will be graded as is, and should you be interested, you have five days after you receive your graded paper to revise and upload it to Canvas (look for the resubmission option space once I've returned the papers) for a higher grade. In your resubmission, use the **Review** function in Word to make the changes and be sure to utilize the **Track Changes** function. I won't regrade your paper if you haven't tracked your changes. Make your revisions to a copy of your original submission, not the document I return to you with comments. I will not accept late resubmissions. Your score can be increased this way up to an additional 10% of your original grade.
Within five minutes after the due date and time (upload to Canvas)	Your paper will be graded as is, without a resubmission option…and you'll receive 100% of your earned grade.
After five minutes and up to 60 minutes after the due date and time (upload to Canvas)	Your paper will be graded as is, without a resubmission option…and you'll receive 85% of your earned grade.
After 60 minutes and up to 120 minutes after the due date and time (upload to Canvas)	Your paper will be graded as is, without a resubmission option… and you'll receive 70% of your earned grade.
After 120 minutes and up to 24 hours (upload to Canvas)	This is a disappointment. You'll receive 50% of your earned grade. No, you can't resubmit it.
After 24 hours (email to me)	0% of your possible grade. If you are interested, feel free to email your paper to me if you would like formative feedback about it.

The prudent student avoids a reduction of their grade due to late submission issues because they:

- Refrain from last-minute work (and)
- Sidestep being thwarted by forces outside their control, like wi-fi or computer problems (and)
- Submit their paper at least a few hours ahead of the final time to upload submissions

FEEDBACK AND ASSESSMENT

A helpful definition of feedback is "...specific, nonjudgmental information comparing a trainee's performance with a standard, given with intent to improve performance" (van de Ridder et al., 2008, p. 189). Feedback is always being given and received, consciously or unconsciously, skillfully or carelessly. Perhaps most importantly, the process of giving and receiving feedback is an expression of commitment to the learning relationship.

Students are sometimes uncertain about the difference between feedback and assessment. Feedback, in this course, is an ongoing conversation between all of us, transparent in nature, and educates the recipient as well as the rest of the group. Immediately after the presentation you will provide self-reflection as well as hear feedback in class on your oral presentation and article discussion leadership. This type of feedback is designed to help everyone improve and learn from one another.

Assessments come in the form of scores for work submitted that takes into account the feedback you've received and then a summative process encompassing scores received throughout the entire semester. All assessments are private. The hallmark of a good assessment is that it is not a surprise, and I will strive to

make sure the feedback you receive from me (as well as that of your classmates) is reflected in your assessment.

You also have the opportunity to provide me feedback on a weekly basis. The last 10 minutes of class are reserved for you to fill out **The End-Of-Class Questionnaire.** This is an anonymous one-page survey asking you about your perceptions of the week's class. While you are filling this out, I will give you an IRL example, a story about my work as a psychologist that relates to the day's theme.

MINIMUM LEVEL OF ACHIEVEMENT

You must demonstrate a minimum level of achievement in this course as defined by a cumulative score of 79.50% or better. A score lower than that will necessitate remediation or repeating the course. See the *CNU policies* section of this syllabus for more on this subject.

BLOOM'S TAXONOMY

You will find applicable Bloom's cognitive process dimensions (Anderson & Krathwohl, 2000) at the end of each assignment description. These dimensions will help you understand my purpose and intent for giving you assignments and to develop your understanding of the educational process in which you are now participating.

HOW TO SUCCEED IN THIS COURSE

To be successful in this course, you should expect to devote an average of 12-15 hours each week to it, preparing for class, participating in class sessions, studying course related materials, and completing course assignments. Studyiing in graduate school is different than in college; this resource may be helpful to you: https://gsbs.rowan.edu/documents/studyskills.pdf

Succeeding is different from not failing; meeting the fundamental requirements as I've outlined them will keep you from failing. My experience teaching is that the students who are truly successful are the ones who are willing to take risks and to challenge themselves and each other. To succeed is to take the information you learn through readings and interactions with me and your classmates and be affected by it. By engaging with the material, being willing to change the way you think about the subjects we study, and actively participating in classroom discussions, the likelihood is that at the end of the semester, you will look back and say to yourself, "I will use what I learned in this course during my work. It was worth the money and time (45 hours in class, ≈ 135 hours outside of class) I invested by taking it." If there is something I can do to support your success, please don't hesitate to let me know.

COMPETENCE AND ETHICAL BEHAVIOR

In our program the faculty and administration are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence.

We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all patients. For some trainees, integrating personal beliefs or values with professional competence in working with all patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all graduate students must be able to work with any client placed in their care in a beneficial and noninjurioius manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values (Wise, et al., 2015).

During your time in the program (most notably in practicum and internship) and after, your actions in relationship to others become a representation of yourself, this institution in general, and this College specifically. Because of this, we take professional development very seriously and lapses in professionalism

will not be tolerated in any portion of your training or assessment of your competency; particularly egregious lapses will result in your termination from the program. The degree to which you do not meet standards commensurate with the behavior of an effective, ethically-guided psychologist will reflect poorly on all of us, faculty and students alike. A lack of professonalism could have tangible consequences (e.g. reduced practicum and internship options for future students). It can also impact the types of peers other faculty and I will be encountering in our professional lives, the reputation of the school and its ability to recruit high-quality students, and–most important–the quality of care that is given patients and their communities by our alumnae and alumni.

Thus, a meta-goal of the program at CNU is to develop psychologists with high levels of professionalism. This underlies the goals of each course and clinical placement throughout your education. As you engage in expanding and deepening your fund of knowledge, we will attend to aspects of professional development (the nurturance of professionalism) throughout the semester. Throughout your years in our program, you should become acutely aware of how your behavior impacts others and how it reflects upon you as a professional. This includes what you say in class and how you say it, but it also includes things like showing up on time, being prepared, refraining from inappropriate use of electronics in class, and contributing to the learning community. You'll find this metacognitive approach laced throughout your readings and your assignments; my intent is to help you further develop your professional knowledge and competence (a basic definition of professional development) by understanding how your personal responses affect your professional viewpoint and behavior as well as the learning of your peers.

Course materials and weekly schedule

REQUIRED TEXTBOOKS AND MATERIALS

Please bring a copy of the readings for the week to class with you:

> Ludden, D. C. (2020). *A history of modern psychology: The quest for a science of the mind.* Sage.

Pickren, W. E. (2014). *The psychology book: From shamanism to cutting-edge neuroscience, 250 milestones in the history of psychology.* Sterling**.**

ABOUT THE READINGS

The readings for the course have been chosen in efforts to highlight the important work of historically underrepresented scholars in the field, and to show how members from marginalized communities have made an impact on what we understand about the basic science of psychology (Fuentes et al., 2021).

The syllabus is subject to change
This schedule is the general structure and content of the course. Please remember that
the exact content and schedule of the syllabus is subject to change without prior notice
to meet your needs or mine, or other requirements.
We may spend more time on some topics as needed, and conversely, may move more quickly over other topics.
I **will not** change assignment due dates to be earlier than what is listed in the syllabus.

WEEKLY SCHEDULE

My suggestion about readings: first read the Ludden textbook chapter—if any—before other articles.

Week 1 (2022-08-25) **Understanding psychology's history**	Assignments and points available: in-class discussion (10 points).

Ludden, D. C. (2020). Philosophical roots of psychology *and* Nineteenth-century foundations*.* In *A history of modern psychology: The quest for a science of the mind* (pp. 3-50). Sage.

Ratner, P. (2020, June 28). *The trouble with judging historical figures by today's moral standards* [Web article]. Big Think. https://bigthink.com/the-present/judging-people-of-history-by-todays-standards-is-necessary-but-biased/

Week 2 (2022-09-01) **Structuralism: Wundt, Washburn, and Titchener**	Assignments and points available: in-class discussion (10 points); discussion lead (54 points); Weeks 1&2 readings quiz (1 point).

American Psychological Association. (1947). Recommended graduate training program in clinical psychology. *American Psychologist, 2*(12), 539-558. https://dx.doi.org/10.1037/h0058236 **Article discussion leader:**

Ludden, D. C. (2020). Structuralism*.* In *A history of modern psychology: The quest for a science of the mind* (pp. 51-72). Sage.

Norcross, J. C., Sayette, M. A., & Pomerantz, A. M. (2018). Doctoral training in clinical psychology across 23 years: Continuity and change. *Journal of Clinical Psychology, 74*(3), 385-397. https://doi.org/10.1002/jclp.22517 **Article discussion leader:**

Pickren, W. E. (2014). 10,000 BCE – 1637 CE. In *The psychology book: From shamanism to cutting-edge neuroscience, 250 milestones in the history of psychology* (pp. 16-55). Sterling**.**

Week 3 (2022-09-08) **Functionalism: Calkins and Hall; Evolution**	Assignments and points available: in-class discussion (10 points); discussion lead (54 points); Week 3 readings quiz (1 point); *Scandals and Controversies* subject September.

Burgmer, P., & Forstmann, M. (2018). Mind-body dualism and health revisited: How belief in dualism shapes health behavior. *Social Psychology, 49*(4), 219–230. https://doi.org/10.1027/1864-9335/a000344

Forstmann, M., Burgmer, P., & Mussweiler, T. (2012). "The mind is willing, but the flesh is weak": The effects of mind-body dualism on health behavior. *Psychological Science, 23*(10), 1239-1245. https://dx.doi.org/10.1177/0956797612442392 **Article discussion leader:**

Gone, J. P. (2011). Is psychological science a-cultural? *Cultural Diversity and Ethnic Minority Psychology, 17*(3), 234–242. https://doi.org/10.1037/a0023805. **Article discussion leader:**

Ludden, D. C. (2020). Functionalism*.* In *A history of modern psychology: The quest for a science of the mind* (pp. 73-96). Sage.

Week 4 (2022-09-15) **Behaviorism and Gestalt: Watson, Spence, Skinner, and Lewin**	Assignments and points available: in-class discussion (10 points); discussion lead (54 points); Week 4 readings quiz (1 point).

Leng, K. (2015). The personal is scientific: Women, gender, and the production of sexological knowledge in Germany and Austria, 1900–1931. *History of Psychology,* 18(3), 238–251. https://doi.org/10.1037/a0039519 **Article discussion leader:**

Ludden, D. C. (2020). Behaviorism *and* Gestalt psychology*.* In *A history of modern psychology: The quest for a science of the mind* (pp. 97-150). Sage.

Pickren, W. E. (2014). 1651 – 1848. In *The psychology book: From shamanism to cutting-edge neuroscience, 250 milestones in the history of psychology* (pp. 56 – 95). Sterling**.**

Week 5 (2022-09-22) **Psychoanalysis (the Freuds, Adler, and Jung)**	Assignments and points available: in-class discussion (10 points); discussion lead (54 points); Week 5 readings quiz (1 point).

Franz, S. I. (1916). The functions of a psychologist in a hospital for the insane. *American Journal of Insanity, 72*(3), 457-464. https://doi.org/10.1176/ajp.72.3.457   **Article discussion leader:**

Ludden, D. C. (2020). Psychoanalysis. In *A history of modern psychology: The quest for a science of the mind* (pp. 151-176). Sage.

Pickren, W. E. (2014). 1851– 1890. In *The psychology book: From shamanism to cutting-edge neuroscience, 250 milestones in the history of psychology* (pp. 96-137). Sterling**.**

Tummala-Nara, P. (2015). Cultural competence as a core emphasis of psychoanalytic psychotherapy. *Psychoanalytic Psychology, 32*(2), 275-292. https://doi.org/10.1037/a0034041 **Article discussion leader:**

Week 6 (2022-09-29) **French psychology (Szemińska and Binet; genetic epistemology)**	Assignments and points available: in-class discussion (10 points); discussion lead (54 points); Week 6 readings quiz (1 point).

Ludden, D. C. (2020). French psychology*.* In *A history of modern psychology: The quest for a science of the mind* (pp. 177-198). Sage.

Pickren, W. E. (2014). 1892 – 1908. In *The psychology book: From shamanism to cutting-edge neuroscience, 250 milestones in the history of psychology* (pp. 138-177). Sterling**.**

Smedley, A., & Smedley, B. D. (2005). Race as biology is fiction, racism as a social problem is real: Anthropological and historical perspectives on the social construction of race. *American Psychologist, 60*(1), 16-26. https://dx.doi.org/10.1037/0003-066X.60.1.16 **Article discussion leader:**

Warren, H. C. (1912). The 'House of Childhood': A new primary system. *Journal of Educational Psychology, 3*(3), 121-132. https://dx.doi.org/10.1037/h0074838 **Article discussion leader:**

Week 7 (2022-10-06)	Assignments and points available: in-class discussion (10 points); discussion lead (54 points); Week 7 readings quiz (1 point); Email the draft of your *Scandals and Controversies* paper to your editing team and upload to me (not evaluated).
Soviet psychology (Pavlov, Luria, and Leontiev)	

Ludden, D. C. (2020). Soviet psychology*.* In *A history of modern psychology: The quest for a science of the mind* (pp. 199-222). Sage.

Pickren, W. E. (2014). 1925 – 1924. In *The psychology book: From shamanism to cutting-edge neuroscience, 250 milestones in the history of psychology* (pp. 178-217). Sterling**.**

Russo N. F., & O'Connell, A. N. (1980). Models from our past: Psychology's foremothers. *Psychology of Women Quarterly, 5*(1), 11-54. https://doi.org/10.1111/j.1471-6402.1980.tb01032.x **Article discussion leader:**

Trimble, J. E., & Clearing-Sky, M. (2009). An historical profile of American Indians and Alaska Natives in psychology. *Cultural Diversity and Ethnic Minority Psychology, 15*(4), 338–351. https://doi.org/10.1037/a0015112 **Article discussion leader:**

Week 8 (2022-10-13)	Assignments and points available: in-class discussion (10 points); discussion lead (54 points); Week 8 readings quiz (1 point); Email a copy of your *Scandals and Controversies* paper review to the authors and upload each of them to me by 10 October (not evaluated); Review draft of *Scandals and Controversies* paper in class (not evaluated).
Physiological, comparative, and cognitive psychology	

Bentley, M., Peerenboom, C. A., Hodge, F. W., Passano, E. B., Warren, H. C., & Washburn, M. F. (1929). Instructions in regard to preparation of manuscript. *Psychological Bulletin*, *26*(2), 57-63. https://doi.org/10.1037/h0071487 **Article discussion leader:**

Ludden, D. C. (2020). Physiological and comparative psychology *and* Cognitive psychology*.* In *A history of modern psychology: The quest for a science of the mind* (pp. 223-272). Sage.

Pickren, W. E. (2014). 1925-1937. In *The psychology book: From shamanism to cutting-edge neuroscience, 250 milestones in the history of psychology* (pp. 218-257). Sterling**.**

Week 9 (2022-10-20)	Assignments and points available: in-class discussion (10 points); discussion lead (54 points); Week 9 readings quiz (1 point); *Scandals and Controversies* paper due (115 points).
Social and developmental psychology	

Holliday, B. G. (2009). The history and visions of African American psychology: Multiple pathways to place, space, and authority. *Cultural Diversity and Ethnic Minority Psychology, 15*(4), 317-337. https://dx.doi.org/10.1037/a0016971 **Article discussion leader 13:**

Ludden, D. C. (2020). Social psychology *and* Developmental psychology*.* In *A history of modern psychology: The quest for a science of the mind* (pp. 273-322). Sage.

Pickren, W. E. (2014). 1938-1948. In *The psychology book: From shamanism to cutting-edge neuroscience, 250 milestones in the history of psychology* (pp. 258-297). Sterling**.**

Week 10 (2022-10-27)	Assignments and points available: in-class discussion (10 points); discussion lead (54 points); Week 10 readings quiz (1 point).
Personality psychology	

Green, C. D., & Cautin, R. L. (2017). 125 years of the American Psychological Association. *American Psychologist, 72*(8), 722-736. https://dx.doi.org/10.1037/amp0000208 **Article discussion leader:**

Leong, F. T., & Okazaki S. (2009). History of Asian American psychology. *Cultural Diversity and Ethnic Minority Psychology,15*(4), 352-362. https://doi.org/10.1037/a0016443 **Article discussion leader:**

Ludden, D. C. (2020). Personality psychology*.* In *A history of modern psychology: The quest for a science of the mind* (pp. 323-350). Sage.

Pickren, W. E. (2014). 1948-1954. In *The psychology book: From shamanism to cutting-edge neuroscience, 250 milestones in the history of psychology* (pp. 298-341). Sterling**.**

Week 11 (2022-11-03)	Assignments and points available: in-class discussion (10 points); discussion lead (54 points) ; Week 11 readings quiz (1 point).
Systems approaches	

Burlingame, G. M., & Baldwin, S. (2011). Group therapy. In J. C. Norcross, G. R. VandenBos, & D. K. Freedheim (Eds.) *History of psychotherapy: Continuity and change* (2nd ed., pp. 505-515). https://dx.doi.org/10.1037/12353-031 **Article discussion leader:**

Nichols, M. P., & Davis, S. (2017). Introduction *and* The evolution of family therapy. In *Family therapy: Concepts and methods* (pp. 1-26). Pearson.

Pickren, W. E. (2014). 1955-1960. In *The psychology book: From shamanism to cutting-edge neuroscience, 250 milestones in the history of psychology* (pp. 342-381). Sterling**.**

Reich, S. M., Bishop, B., Carolissen, R., Dzidic, P., Portillo, N., Sasao, T., & Stark, W.. (2017). Catalysts and connections: The (brief) history of community psychology throughout the world. In M. A. Bond, I. Serrano-García, C. B. Keys, & M. Shinn (Eds.), *APA handbook of community psychology: Theoretical foundations, core concepts, and emerging challenges* (p. 342–381). https://doi.org/10.1037/14953-007 **Article discussion leader:**

Week 12 (2022-11-10)	
Humanistic psychology (Rogers, Maslow, and Erikson)	Assignments and points available: in-class discussion (10 points); discussion lead (54 points); Week 12 readings quiz (1 points).

Hoffman, L. (2016). Multiculturalism and humanistic psychology: From neglect to epistemological and ontological diversity. *The Humanistic Psychologist, 44*(1), 56-71. https://dx.doi.org/10.1037/hum0000016 **Article discussion leader:**

Ludden, D. C. (2020). Humanistic psychology*.* In *A history of modern psychology: The quest for a science of the mind* (pp. 351-374). Sage.

McCubbin, L. D., & Marsella, A. (2009). Native Hawaiians and psychology: The cultural and historical context of indigenous ways of knowing. *Cultural Diversity and Ethnic Minority Psychology, 15*(4), 374-387. https://doi.org/10.1037/a0016774 **Article discussion leader:**

Pickren, W. E. (2014). 1961-1970. In *The psychology book: From shamanism to cutting-edge neuroscience, 250 milestones in the history of psychology* (pp. 382-425). Sterling**.**

Week 13 (2022-11-17)	Assignments and points available: in-class discussion (10 points); discussion lead (54 points); Week 13 readings quiz (1 point).
Neuroscience	

Ludden, D. C. (2020). Neuroscience*.* In *A history of modern psychology: The quest for a science of the mind* (pp. 375-400). Sage.

Padilla, A. M., & Olmedo, E. (2009). Synopsis of key persons, events, and associations in the history of Latino psychology. *Cultural Diversity and Ethnic Minority Psychology, 15*(4), 363-373. https://doi.org/10.1037/a0017557 **Article discussion leader:**

Pickren, W. E. (2014). 1971– 1979. In *The psychology book: From shamanism to cutting-edge neuroscience, 250 milestones in the history of psychology* (pp. 426-465). Sterling**.**

Szasz, T. S. (1960). The myth of mental illness. *American Psychologist, 15*(2), 113–118. https://doi.org/10.1037/h0046535

Week 14 (2022-12-01)	Assignments and points available: in-class discussion (10 points); discussion lead (54 points); Week 14 readings quiz (1 point); *Five Generations* paper (170 points).
Topic-specific history	

Burton, M., & Guzzo, R. (2020). Liberation psychology: Origins and development. In L. Comas-Díaz & E. Torres Rivera (Eds.), *Liberation psychology: Theory, method, practice, and social justice* (pp. 17–40). American Psychological Association. https://doi.org/10.1037/0000198-002 **Article discussion leader:**

Drescher, J. (2015). Out of DSM: Depathologizing homosexuality. *Behavioral Sciences, 5*(4), 565-575. https://doi.org/10.3390/bs5040565

Jordan, J. V. (2011). The Stone Center and relational-cultural theory. In J. C. Norcross, G. R. VandenBos, & D. K. Freedheim (Eds.) *History of psychotherapy: Continuity and change* (2nd ed., pp. 357-362). https://dx.doi.org/10.1037/12353-012

Shorter E. (2015).The history of nosology and the rise of the Diagnostic and Statistical Manual of Mental Disorders. *Dialogues in Clinical Neuroscience, 17*(1), 59-67. https://doi.org/10.31887/DCNS.2015.17.1/eshorter. **Article discussion leader:**

Week 15 (2022-12-08)	Assignments and points available: in-class discussion (10 points); discussion lead (54 points); Week 15 readings quiz (1 point).
Contemporary psychology	

Grzanka, P. R., & Cole, E. R. (2021). An argument for bad psychology: Disciplinary disruption, public engagement, and social transformation. *American Psychologist, 76*(8), 1334-1345. https://doi.org/10.1037/amp0000853 **Article discussion leader:**

Laraway, S., Snycerski, S., Pradhan, S., & Huiterna, B. (2019). An overview of scientific reproducibility: Consideration of relevant issues for behavior science/analysis. *Perspectives of Behavior Science, 442*(1), 33-58. https://doi.org/10.1007/s40614-019-00193-3

Tyrell, F. A., Neville, H. A., Causadias, J. M., Cokley, K. O., & Adams-Wiggins, K. R. (2023). Reclaiming the past and transforming our future: Introduction to the special issue on foundational contributions of Black scholars in psychology. *American Psychologist, 78*(4), 367–375. https://doi.org/10.1037/amp0001170 **Article discussion leader:**

Pickren, W. E. (2014). 1980–2013. In *The psychology book: From shamanism to cutting-edge neuroscience, 250 milestones in the history of psychology* (pp. 466-515). Sterling**.**

Finals week (2022-12-15) Final exam	Final exam (75 points).

No readings.

Assignments, evaluations, and grading

I would really like you to focus on learning, evaluating, analyzing, and applying new information—grades in classes are not necessary to develop your professional competence. However, the university expects me to assign grades, so here's how I will do it:

Assignment	Percentage of grade
Participation in class discussions	15
Readings quizzes	10
Article discussion leader	15
Scandals and Controversies paper	20
Five Generations paper	25
Final exam	15
TOTAL	**100**
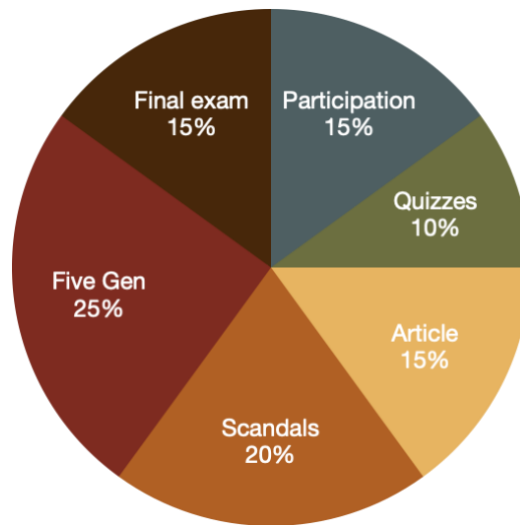
This grading scheme provides the opportunity for you to demonstrate mastery of course content in a variety of modalities including presentations, formal and informal oral and written assignments, and interaction with your peers in large and small group discussions. Students who attend class and participate fully in relevant and collaborative ways in discussions and activities will receive higher grades. Grading is at my discretion, and I do not round scores up (or down)…except for your final course score. College of Psychology (CoPSY) policy states that if rounding up from the nearest tenth of a percent would change your grade, I will do that. For example, a final course percentage of 79.49% would stay at that score and provide a "C" grade. A final course percentage score of 79.50% would be rounded up to 80.00% and provide a "B" grade.

Everyone makes mistakes. If you believe that I made one in grading, please be sure to meet with me *first* to talk about your concerns. If the outcome is unsatisfactory, you may petition the Assistant Dean of Academic Affairs to have your grade re-evaluated by submitting a written rationale for the change of grade. Depending on the outcome of that petition, I will then have the option to increase, decrease, or keep the grade the same.

ASSIGNMENTS AND SCORING RUBRICS

Scoring rubrics

The rubrics are designed to help you understand how I'm assessing you. Starting at the *Initial* level, I give you the highest score for each criterion at the level where you demonstrate *all* aspects. If one aspect is missing, your score stays at the level that you demonstrate all performance expectations of a criterion. The prudent student will compare their papers and presentations to the appropriate scoring rubric to ensure they are submitting their best work.

Notice that assignments that give you the opportunity to *apply* your knowledge (the two essays and the article discussion leader) are weighted more heavily than those assignments that merely assess your understanding of the material.

CLASS PARTICIPATION (WEIGHTED PERCENTAGE OF COURSE GRADE: 10%)

Participation in class discussions is required. Students who prepare for and participate fully in relevant and collaborative ways in class discussions and activities will receive higher grades. Rigorous preparation of the weekly assignments will provide sufficient background for meaningful contribution to class discussions. If you are having trouble understanding a concept, please raise the issue in class. Chances are your classmates will have similar questions. If you are concerned that you continue not to understand a concept, please schedule an appointment during my office hours prior to the class meeting so that you can be prepared to participate to your best ability in class discussions.

The purpose of this assignment is to identify basic concepts and issues in the philosophical foundations of the discipline of psychology, and demonstrate capacity for critical thinking with concepts and issues of philosophical foundations of professional practice.

Class participation rubric
(There are no "in-between" point possibilities)

Criterion	Initial	Emerging	Proficient	Exemplary
Class participation	1 You don't speak in class discussions or small group exercises.	3 You intermittently participate in class discussions or small group exercises.	4 You participate in class discussions or small group exercises, asking a question or making an observation that provides constructive feedback or a helpful comment.	5 You participate in class discussions or small group exercises, asking a question or making an observation that provides constructive feedback and deepens the discussion, showing evaluation, analyzation, or application.
Professional behavior	2 You neglect to engage in professional interactions in the classroom (lack of integrity, accountability). Communication with others is inappropriate, i.e., you don't provide feedback to peers; do not seek out or integrate feedback; inappropriate sharing of personal information or lack of professional boundaries. Inappropriate use of electronics during class.	6 You generally engage in professional interactions in the classroom, exhibiting integrity, accountability. Experience challenges in appropriate communication with others, i.e., providing feedback to peers, seeking out and integrating feedback. Inappropriate use of electronics during class.	8 You regularly engage in professional interactions in the classroom, exhibiting integrity, accountability, etc. Appropriate communication with others, i.e., give feedback to peers; seek out feedback; personal information is generally related directly to the topic of the discussion. Inappropriate use of electronics during class.	10 You consistently engage in professional interactions in the classroom, exhibiting integrity, accountability, etc., Appropriate and effective communication with others, i.e., constructive feedback to peers; seek out and integrates feedback; any personal information shared is brief, specific, and directly related to the topic of the discussion. Electronics use conributes to agreed-upon contribution to peers.

WEEKLY QUIZZES (WEIGHTED PERCENTAGE OF COURSE GRADE: 10%)

The beginning of each class will begin with a quiz on the articles you read in preparation for the week. The quizzes themselves are not graded; your *participation* in taking the quiz (did you take it or not) is worth one point. You have 90 seconds for each question in the quiz. There are no make ups for these quizzes, so be sure already download the quiz and be in class with Examplify ready to go in your search engine. Because there are no make-ups, I will drop your three lowest scores. We'll use Examplify for the learning assessments as well.

The purpose of this assignment is to give you a chance to assess how well you learned the basic concepts covered in the readings. Bloom's cognitive process dimensions: remember, understand, apply.

ARTICLE DISCUSSION LEADER (WEIGHTED PERCENTAGE OF COURSE GRADE: 20%).

At the first class we will be assigning teams of discussion leaders for the articles. Each person will serve as the discussion leader for one article during semester. As discussion leader, you and your colleague are responsible for synthesizing your knowledge and demonstrating your grasp of the material covered in the article and through the semester up to that point. The discussion leaders are responsible for (1) quickly summarizing the main points of that reading, (2) leading the discussion, (3) making sure we cover at least one major issue in depth, and (4) providing their own analysis and evaluation. Discussion leaders are not to extensively summarize each paper, because all class members will have done the reading before the class session. Feel free to think creatively about how to facilitate the discussion. You have 40 minutes for this discussion and 15 minutes for feedback.

Be sure to make your presentation one that your peers do not need to access their laptops to make it successful (see page 9) unless you talk with me first.

Here's a good resource to make sure your presentation fits the requirements of the *Publication Manual*: https://www.youtube.com/watch?v=xRVWZ875vYs

The purpose of this assignment is to engage the group to summarize and apply information from clinically related articles (presenters) and provide constructive feedback to peers (remaining cohort). Bloom's cognitive process dimensions: understand, apply, analyze, evaluate, and create.

Article discussion rubric
(There are no "in-between" point possibilities)

Criterion	Initial	Proficient	Exemplary
I. STUCTURE			
Quality of background and introduction	1	2	3
Presenters knowledgeable and understand the subject	1	3	5
Presents or elicits key ideas and findings clearly	1	2	3
Engages classmates in the discussion	1	2	3
Demonstrates analysis and evaluation (digs deeper)	1	3	5
Based on their analysis and evaluation, clearly lets us know their own stance and what contributes to taking it	1	3	5
Organization of discussion, i.e., depth versus breadth	1	2	3
Succinctly articulates conclusions	1	2	3
Criterion	**Initial**	**Proficient**	**Exemplary**
II PRESENTATION SKILLS			
Clarity of speaking	1	2	3
Slides are well-designed and easy to read	1	2	3
Information is accurately cited and referenced	1	2	3
Rapport with class	1	2	3
Provides effective ways of engaging with the information	1	2	3
Timing and pace of the presentation	1	2	3
Criterion	**Initial**	**Proficient**	**Exemplary**
III APPLICATION			
Incorporates reading from previous classes or from other courses	1	3	5
Identifies own areas of questioning, disagreement, or struggle with the information and the outcome	1	3	5
Addresses course learning objective(s)	1	3	5
Applies article information to clinical work	1	3	5

SCANDALS AND CONTROVERSIES (WEIGHTED PERCENTAGE OF COURSE GRADE: 20%)

You have an 8-15-page paper to write on a scandal or controversy in psychology. As George Santayana wrote, "Those who cannot remember the past are condemned to repeat it." This paper gives you a chance to learn more about psychology's less-than-glorious past, particularly as a way (hopefully) to refrain from being condemned…and to understand our professional behavior today. A crucial aspect of your paper is this: how does this scandal or controversy affect psychology today? Think about social perceptions, policy decisions, changes in the ethics code, and current responses by the profession.

Topics cannot be duplicated; each of you will have a unique topic and can negotiate with one another if two of you want the same topic. I've listed some topics below which you may be interested in…but please don't forget the last one: "One of your own ideas." I'm always very happy to talk with a student who is underwhelmed by my suggestions but completely jazzed about their own idea. Just run it by me first to be sure you're addressing the purpose for the assignment, and if all is well, run with your inspiration!

While you are free to look at websites for direction, be sure to use primary sources for your research. Do not rely on blogs and contemporary online overviews for your work.

You will submit a draft version to me and three peer reviewers two weeks before you turn in the final paper. We'll spend class time in Week 8 on reviewing and updating the papers. This draft is not evaluated.

These topics may include:

Phillip Zimbardo prison experiment	APA, torture, and the Hoffman report	Mark Hauser data falsification	Richard Herrnstein and *The Bell Curve*
Project MKUltra	Sigmund Freud on child sexual abuse	John B. Watson and Little Albert	Paul Meehl and soft psychology
Sabina Spielrein and Carl Jung	Harry Harlow and *The Pit of Despair*	Stanley Milgram obedience experiment	David Rosenhan and pseudopatients
Timothy Leary and hallucinogens	Hans Eysenck on illness and personality	**One of your own ideas**	

The purpose of this assignment is to analyze where psychology has not lived up to its principles and standards, and to evaluate how those lapses affect our profession in the current day. Bloom's cognitive process dimensions: understand, analyze, evaluate,

Scandals and Controversies assignment rubric
(There are no "in-between" point possibilities)

Criterion	Initial	Emerging	Proficient	Exemplary
Draft submission	0 You neglected to email your draft to three peers to review, or you didn't upload it to me on Canvas.		5 You emailed your draft to three peers to review, and uploaded it to me on Canvas.	
Draft reviews	0 You did not your thoughtful review comments to each author and uploaded them all to me on Canvas.		10 You emailed your thoughtful review comments to each author and uploaded them all to me on Canvas.	

Criterion	Initial	Emerging	Proficient	Exemplary
Overall quality	2 Poor organization or presentation of ideas interferes with my ability to understand the overall paper. You didn't supply the Information to support the purpose of the paper. The paper is disjointed, without flow or clear conclusion.	6 Your ideas are vaguely organized or logically presented; the vagueness interferes with my ability to understand your critical thinking. You provide some information to support the purpose of the paper. I have to extrapolate information in order to understand the flow of the paper.	8 Generally, your ideas are organized or logically presented. Most information is provided to support the purpose of the paper. Organization of main points and ideas generally flows well.	10 Your ideas are well organized and logically presented. All information is included to support the purpose of the paper. The flow is smooth and leads me to clear conclusions.
APA writing style, grammar, and mechanics	2 Did not use APA writing style; there are six or more punctuation or capitalization errors. You frequently use incorrect word choices. Rarely use first-person voice.	6 You attempted to use APA writing style; there are 4-5 punctuation or capitalization errors. Occasionally use correct word choices. Sometimes you use first-person voice.	9 Generally consistent and appropriate APA writing style, there are 2-3 punctuation or capitalization errors. You usually use correct word choices. Generally stay in first-person voice.	10 You consistently and appropriately use APA writing style, there are no grammatical errors, there are no spelling errors. Consistently use correct word choices. You maintain writing in the first-person voice.
Structure	2 You've haphazardly arranged the information. The content is not relevant. Organization, transitions, and conclusion are not clear or appropriate.	6 Information somewhat diffuse and loosely arranged. Content marginally relevant, does not evidence depth or complexity. Organization, transitions, and conclusion generally lack clarity and/or appropriateness.	8 You provided generally clear and concise information. The content is mostly relevant to purpose of paper, but slightly lacking in depth or complexity. Organization, transitions, and conclusion slightly lacking clarity and/or appropriateness.	10 The paper is written in a clear and concise manner with strong discussion of ideas. Your content directly addresses the purpose of paper. Organization, transitions, and conclusion are clear and appropriate.
Implementation of the student manifesto	2 You neglect to address the *which*, the *what*, the *why*, and the *how* of your thinking.	6 You address the *which*, the *what*, the *why*, and the *how* of your thinking in a cursory manner.	8 You generally address the *which*, the *what*, the *why*, and the *how* of your thinking.	10 You clearly describe the *which*, the *what*, the *why*, and the *how* of your thinking, providing very specific examples with thoughtful reflection. You dig deeply.
Understand and evaluate research	7 Limited research for topic. Fails to indicate how the situation created scandal or controversy. Very few or no references cited are from primary sources.	21 Minimal research for topic. Some indication about how the situation created scandal or controversy. Some references cited are from primary sources.	28 Generally good research on topic. Mostly indicates how the situation created scandal or controversy. Most references cited are from primary sources.	35 Excellent research on topic. Clearly indicates how the situation created scandal or controversy. All references cited are from primary sources.

Criterion	Initial	Emerging	Proficient	Exemplary
Analyze current impact	7 Neglects to make the link between the subject investigated and the impact on psychology today.	21 Somewhat makes the link between the subject being investigated and the impact on psychology today.	28 Generally makes the link between the subject investigated and the impact on psychology today.	35 Clearly makes the link between the subject investigated and the impact on psychology today.
Present your own analysis of the topic	3 I have no idea what you think about this topic.	9 Your analysis of the controversy and its impact is cursory at best, with very little of your own ideas presented in the paper. Neglects to incorporate your opinion. No mention of presentism.	12 Generally, your ideas are organized or logically presented. Your own perceptions are included, but without a thorough analysis. Some consideration of presentism.	15 You take a clear stand about the influences across the five generations and are articulate about what you think of those influences. You bring a thoughtful analysis of information paired with your own understanding to this assignment. Thoroughly analyzes the impact of presentism.

FIVE GENERATIONS* PAPER (25% OF COURSE GRADE)

Your final paper (13-20 pages) concerns academic genealogy (this assignment is also known as the *Five Generations* paper): You will select one psychologist or other writer (psychiatrist or other profession) to be your person of focus. The person of focus must be in one of the four intervention systems taught this semester: (1) psychodynamic approaches, (2) cognitive-behavioral approaches, (3) existential-humanistic approaches, and (4) systems approaches. They must have contributed to the field sometime between 1930 and 1970 (so they can have at least two generations of ancestors and two generations of successors). You'll then *search the writings of the person of focus* and find two references to persons that influenced that person. These are the "parents." Then select one of the parents and research the persons who influenced *their* ideas, and identify one of them as a "grandparent."

You'll also locate two figures working later than the person of focus who either cite the person directly or are clearly influenced by the person of focus. These are two "children" of the person of focus. You'll continue your research and locate an article or a book influenced by or directly citing one of the "children." This is the "grandchild" of the person of focus. At least one of the additional people (grandparent, two parents, two children, grandchild) must come from or show *significant influence from one of the three other intervention systems* we are studying. You'll then weave a coherent narrative across the five generations of psychologists or scholars/practitioners, integrating their research and showing progression and changes in a specific idea or practice across time. You may find this resource helpful to you in your assignment: https://academictree.org/psych/index.php. Check the family tree sections in your textbook as well.

In at least one profile of the five generations, make sure that the person is of a different religion, gender, sexual orientation, or ethnicity from your person of focus, and address how that difference contributes to the generational lineage.

This is a research paper; you will have to review works of your different generations to identify, analyze, and synthesize the information and indicate the paths of influence. Remember what I wrote earlier in the syllabus: Don't just rephrase other authors' work — give your own perceptions or ideas.

*Adapted from an assignment provided by Paul C. Larson, PhD

An added benefit to this assignment: your successful completion of this paper should well-position you in terms of research and writing skills to do a literature review for your dissertation.

The purpose of this assignment is for you to identify historic origins and paths of development of current science and the profession of psychology. Your learning in this course will be enhanced by your thoughtful research that helps you understand the consistencies and changes that happened throughout our profession…and continue today. Bloom's cognitive process dimensions: understand, analyze, evaluate.

Five Generations assignment rubric
(There are no "in-between" point possibilities)

Criterion	Initial	Emerging	Proficient	Exemplary
Overall quality	3 Poor organization or presentation of ideas interferes with my ability to understand the overall paper. You didn't supply the Information to support the purpose of the paper. The paper is disjointed, without flow or clear conclusion.	9 Your ideas are vaguely organized or logically presented; the vagueness interferes with my ability to understand your critical thinking. You provide some information to support the purpose of the paper. I have to extrapolate information in order to understand the flow of the paper.	12 Generally, your ideas are organized or logically presented. Most information is provided to support the purpose of the paper. Organization of main points and ideas generally flows well.	15 Your ideas are well organized and logically presented. All information is included to support the purpose of the paper. The flow is smooth and leads me to clear conclusions.
Structure	3 You've haphazardly arranged the information. The content is not relevant. Organization, transitions, and conclusion are not clear or appropriate.	9 Information somewhat diffuse and loosely arranged. Content marginally relevant, does not evidence depth or complexity. Organization, transitions, and conclusion generally lack clarity and/or appropriateness.	12 You provide generally clear and concise information. The content is mostly relevant to purpose of paper, but slightly lacking in depth or complexity. Organization, transitions, and conclusion slightly lacking clarity and/or appropriateness..	15 The paper is written in a clear and concise manner with strong discussion of ideas. Your content directly addresses the purpose of paper. Organization, transitions, and conclusion are clear and appropriate.
APA writing style, grammar, and mechanics	3 Did not effectively use APA writing style; there are ten or more punctuation or capitalization errors. You frequently use incorrect word choices. Rarely use first-person voice.	9 You attempted to use APA writing style; there are 6-9 punctuation or capitalization errors. Occasionally use correct word choices. Sometimes you use first-person voice.	12 Generally consistent and appropriate APA writing style, there are 1-5 punctuation or capitalization errors. You usually use correct word choices. Generally, you stay in first-person voice.	16 You consistently and appropriately use APA writing style, there are no grammatical errors, there are no spelling errors. Consistently use correct word choices. You maintain writing in the first-person voice.

Criterion	Initial	Emerging	Proficient	Exemplary
Schematic provided	0 Schematic is missing.	6 Schematic is confusing, the major path is poorly identified, the location of cross-fertilization is missing, or the path doesn't match the writing in the paper.	8 Schematic is generally clear, the major path is identified, the location of cross-fertilization is noted, and the path generally matches the writing in the paper.	10 Schematic is very clear, the major path is identified, the location of cross-fertilization is noted, and the path accurately matches the writing in the paper.
Understand and evaluate the influence across the five generations	8 Lacks a clearly identified person of focus, or doesn't present three forebearers and three progenies or the connections to each other. Missing cultural differences identification and impact.	24 The specific person of focus is somewhat unclear, or the three forebearers and three progenies are not well-delineated, nor are their connections to each other. Missing cultural differences identification and impact.	32 Clearly identifies a specific person of focus; the three forebearers and three progenies are generally clear, as are their connections to each other. Identified cultural differences.	40 Clearly identifies a specific person of focus as well as three forebearers and three progenies and their connections to each other. Provided cultural differences identification and thoughtful analysis of impact.
Document and analyze the cross-fertilization	4 The paper doesn't identify the cross-fertilization between two intervention systems.	12 The paper vaguely alludes to the cross-fertilization between two intervention systems.	16 The paper generally identifies and describes the cross-fertilization between two intervention systems.	20 The paper clearly identifies and describes the cross-fertilization between two intervention systems and you provide an analysis of the impact of the cross-fertilization.
Provide a coherent narrative	9 Missing a coherent narrative across five generations of scholars/practitioners Neglects to show progression and change in ideas or practice over time.	27 Loosely weaves a general narrative across five generations of scholars/practitioners Shows few examples of progression and change in ideas or practice over time.	36 Generally weaves a coherent narrative across five generations of scholars/practitioners Mostly shows progression and change in ideas or practice over time.	45 Weaves a coherent narrative across five generations of scholars/practitioners Shows clear progression and change in ideas or practice over time.
Present your own analysis of the topic	3 I have no idea what you think about this topic.	9 Your analysis of the intergenerational influences is cursory at best, with very little of your own ideas presented in the paper.	12 Generally, your ideas are organized or logically presented. Your own perceptions are included, but without a thorough analysis.	15 You take a clear stand about the influences across the five generations and are articulate about what you think about those influences. You bring a thoughtful analysis of information paired with your own understanding to this assignment.

LEARNING ASSESSMENTS (WEIGHTED PERCENTAGE OF COURSE GRADE: 15%)

You will have three learning assessments during the semester. Each one will consist of 20-25 multiple-choice items. You'll will have 20-25 minutes to complete each assessment.

Assessment #1 covers material addressed in Weeks 1–5, assessment #2 covers Weeks 5–9, and assessment #3 covers Weeks 10–14.

The purpose of these assessments is to help you and me assess how well you understood the readings classroom discussions, and to identify topic areas that you may want to review in class or on your own. Bloom's cognitive process dimensions: remember, understand, apply.

A CONCISE LISTING OF ASSESSMENT DUE DATES

Assignment (upload to Canvas by 09:00)	Date due
Participation	Weekly
Chapter quizzes	Weekly
Discussion leader	Varies
Email your draft of your *Scandals and Controversies* paper to three reviewers and upload to me	Week 7
Email a copy of your *Scandals and Controversies* reviews to each author and upload them to me	Week 8
Scandals and Controversies paper	Week 9
Five Generations paper	Week 14

My teaching philosophy and approach

COLLABORATIVE LEARNING AND EVIDENCE-BASED TEACHING

I am particularly interested in the pedagogy of health care education and the continued search for the most effective use of students' time and the maximum amount of material to be learned and made useable in professional settings. Before moving to the Sacramento area and joining the faculty at CNU, much of my professional life was spent at the University of California, San Francisco and U.C. Berkeley working in the areas of faculty development, medical student education, and interprofessional knowledge and skills acquisition. The impact of this is my utilization of evidence-based pedagogy in this course. Curated articles are reviewed by you before each class session, while in-class time is devoted to exercises, projects, or discussions. To put it another way, my role changes from "sage on the stage to guide on the side" (King, 1993).

In this course you are responsible for reading the chapters and articles that are assigned, then bringing in questions, disagreements, revelations, and confusions that arise during your reading. Reading is an active act of learning rather than a passive information scan.

Traditional lectures often foster passivity and dependency. They typically provide answers rather than questions and create the impression that knowledge can be successfully dumped into learners' heads, like water in a bucket. In a variation of this analogy, many doctoral students feel that during coursework they are trying to take a drink from a fire hose! During uninterrupted lectures, learners are discouraged or prevented from reflecting on or challenging ideas, even internally. Learning takes place within a context that evokes and encourages the learners' questions. While most instructional groups are a blend, groups that are more often collaborative can create a fertile ground in which learning can grow; this collaborative spirit is a hallmark of interprofessional medical home teams, so the mechanics of this class will stand you in good stead as a clinician involved with the integrated health care system.

The goal in this course is for us to work on a collaborative level, not an authoritarian level. Warning: I will not deliver lectures! As you can see, the lecture mode doesn't work well in a learner-centered classroom setting. Those of you who are used to being "lectured at" may find this challenging, and I encourage you to try what may be new to you. For the time to be interesting, stimulating, beneficial, and worth your time and money, before each class you must have thought about the material from the previous class meetings, completed the readings assigned for the week, and formulated questions, disagreements, and other ideas. Be prepared to discuss your personal and professional reactions with me and with your colleagues in class. Both you as student and me as professor share the responsibility for making the seminar relevant and useful to you. All of us in the class teach each other; learning is a community effort.

Using this approach, there is a great reliance on collaborative learning. Plan to spend part of some classes working in duos, trios, or quartets; many of you are used to working on an individual level, and this is different for you. A large body of research demonstrates that adult learners learn best when they are actively involved in the process. Regardless of subject matter, students "…working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats" (Davis, 1993).

The role of discussions as part of the structure of this course is such that the skill of critical reflection is actively cultivated. "Reflective learning can improve professionalism and clinical reasoning, and reflective practice can contribute to continuous practice improvement and better management of complex health systems and patients" (Aronson, 2011, p. 200). In contrast to the common usage of the term *reflect*, critical reflection has been described by Mezirow (1990) as:

> The process of becoming critically aware of how and why our presuppositions have come to constrain the way we perceive, understand, and feel about our world; of reformulating these assumptions to permit a more inclusive, discriminating, permeable and integrative perspective; and of making decisions or otherwise acting on these new understandings. More inclusive, discriminating, permeable and integrative perspectives are superior perspectives that adults choose if they can because they are motivated to better understand the meaning of their experience. (p. 27)

Think of critical reflection as the skill used to transform experience into learning. This reflection correlates highly with lifelong learning, decreases diagnostic errors, and improves clinical performance. Reflective professionals have open minds; think about their own thinking; learn more deeply; connect with their feelings; consider perspectives other than their own; strive to learn from rather than deny or ignore errors, problems and learning gaps; and reframe their thinking to formulate reasoned approaches to clinically uncertain and complex situations (Aronson & Kruidering, 2013).

I expect you to develop your own critically reflective ability during this semester not only to contribute to the class, but to enhance your own lifelong learning skills and your professional abilities.

CNU policies

ACADEMIC DISHONESTY

Academic integrity misconduct includes cheating, plagiarism, and violations of the *Ethical Principles of Psychologists and Code of Conduct*. For details on actions that are prohibited during this course, please refer to the Student Rights and Responsibilities and Code of Conduct Handbook under Section 2: Academic Conduct.

BEHAVIORAL EXPECTATIONS

You may fail the course by reason of difficulty in demonstrating professional behaviors or meeting the requirements of the class, such as timely completion of assignments, attendance, or for violations of ethical and professional standards of care. Demonstration of professional behavior (professionalism) includes following the APA Ethical Principles for Psychologists and Code of Conduct; adhering to school

guidelines as listed in the Student Handbook, and complying with other directives from the CNU administration. In addition, professionalism includes respectful and responsible speech and actions, communicating directly should issues or problems arise, and maintaining professional boundaries, such as the confidentiality of patients and the privacy of classmates.

COMPETENCE AND ETHICAL BEHAVIOR

We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all patients. For some trainees, integrating personal beliefs or values with professional competence in working with all patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all of our students must be able to work with any patient placed in their care in a beneficial and noninjurioius manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular patient populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values (Wise et al., 2015).

GRADING

The College of Psychology uses the following rubric when determining which letter grades are awarded on assignments and in courses.

Percentage score in the course	Letter grade in the course	Grade points
89.50-100%	A	4.0
79.50-89.49%	B	3.0
69.50-79.49%	Y/C	2.0
59.50-69.49%	D	1.0
0.00-59.49%	F	0.0

A score between 69.50 to 79.49 will be given the mark of C on individual assignments in a class. A final course grade in the same range will receive a Y.

Y: Must Remediate - This designation is a preliminary notation indicating that the student has not reached the minimal level of achievement. Students have two options for removing a Y from their transcript:

1. Complete a remediation assignment with a score of 80% or better
2. Retake the course

All Y grades must be successfully remediated before the Master's degree can be awarded, and again before the PsyD can be awarded. Remediation assignments are based on the material in the class. The form of assignment is at the discretion of the professor. Remediation assignments may be repeated twice. If the grade has not been remediated successfully after two attempts, the course must be retaken.

If a student successfully completes a remediation assignment with a grade of 80% or better, the Y becomes a B on the transcript with anotation indicating that the new grade is a change from initial performance. The new grade will be used to calculate GPA. If a student fails to remediate or gets below an 80% twice on the remediation assignment, they must retake the course.

D or F: Must Retake - If a student receives a D or F, they must retake the course. All D or F grades must be successfully remediated before the Master's degree can be awarded, and again before the PsyD can be awarded. Repeating courses may extend the student's expected graduation date and may have financial implications. Students repeating a course are encouraged to discuss their situation with the CNU Financial Aid Office.

If a student successfully retakes a course with a final grade of 79.50% or better, the new grade is placed on their transcript and used in calculating GPA. A notation is placed next to the new grade indicating a change from initial performance. Retaking a course can result in an A.

I - An incomplete on the transcript is a preliminary notation indicating that work in a course was satisfactory but not completed when grades were due. All incomplete work must be finished in the time frame determined by the student's Academic Advisor in conjunction with the course professor. However, all incompletes must be resolved before the Master's degree can be awarded, and again before the PsyD can be awarded. Once the assignments have been submitted, they will be graded, and the scores incorporated into the overall performance in the course. The professor shall then resolve the resultant grade by following the College grading procedures.

W -With written permission from the instructor, it is possible to withdraw from a course until the last day of class. There is no penalty for withdrawal, however, there is also no refund. The course will appear on the student's transcript with the grade of W. Students may only receive one W for any given course.

GRADE APPEAL

If a student is not satisfied with a grade received or an academic evaluation, they should first approach the professor with their concerns. It is the policy of the College of Psychology that disagreements should be handled at the lowest level possible.

A student may file an appeal if there is continued disagreement regarding their academic performance. The appeal must be submitted within 10 business days of the online grade posting or receipt of the evaluation. The appeal must be in writing and submitted to the Assistant Dean of Academics or their representative. The Assistant Dean will respond to the appeal in writing within 10 business days of receipt.

If the appeal is not resolved to the student's liking, it can be resubmitted within two business days of receipt of the response from the Assistant Dean of Academics to the Dean of the College who will render a decision within 10 business days. The Dean's decision is final.

PERFORMANCE ALERT

A Performance Alert is designed to allow instructors, program administrators, or practicum supervisors to refer a student for support at any point during the semester, based on assessment of the student's behavior.

Academic performance

A performance alert can be issued at any time during the semester at the professor's discretion. It must be issued after the student has completed 20% of the class grade and has a cumulative score of under 80% in the course.

Professionalism issues

There are behavioral and professional matters that may also improve after the issuance of a performance alert. These center around issues of respect, honesty and integrity, legal and ethical behavior, professionalism, and personal accountability. These are elaborated in the Code of Conduct. If a professor or practicum supervisor finds that a student has not lived up to the expectations outlined in the Code of Conduct, they may issue the student a performance alert.

Students are expected to meet in a timely manner with the individual who issued the alert to devise a plan for performance support.

ACADEMIC PROBATION

Students can only have two courses in which they earned a Y, D, or F on their transcript at any given time. If a student has more than two such classes on their transcript, they will be sent to the Professional and Academic Standards Committee for possible dismissal from the program.

Academic probation formally begins when written notification is given to the student by their Academic Advisor through a Probation Plan. The Academic Advisor has two weeks after semester grades are finalized to provide a Probation Plan for the student. Once students have fulfilled the conditions of the Probation Plan, they will no longer be on probation.

A student may be terminated from the program if they fail to meet the conditions detailed in the Probation Plan, if they are acting in a manner that violates the ethical and professional standards of the APA as determined by faculty vote, if they fail to return from a leave of absence by the date specified, or if their academic or professional actions have created a situation for which a warning or probation is inappropriate or impossible.

For procedures related to dismissal from the PsyD program, please refer to the College of Psychology Student Rights and Responsibilities and Code of Conduct handbook.

ATTENDANCE POLICY

Students are allowed two unexcused absences per semester for each course. Additional absences may adversely impact course grades. Excessive absences may result in disciplinary action.

If a student knows they will need to miss a class, the student should contact the professor in advance. Students are permitted to make up missed work for excused absences. They may make up missed work for unexcused absences at the discretion of the course professor.

A student cannot miss more than 30% of any course for any reason. If a student misses more than 30%, the student will be required to retake the course.

Students who know they will miss more than two class meetings, but less than 30% of the course, should request an Extended Absence.

Please refer to the Clinical Training Handbook for attendance policies relating to clinical practicum training.

Tardiness

Students are considered tardy if they arrive to class more than 15 minutes late. Tardiness counts as one hour of missed class and is added to the running tally of total missed class time for each course. **Additional specific tardiness policies and consequences are at the discretion of the individual professor** of each class (emphasis added). Students who are habitually tardy to class may also receive a Performance Alert.

Excused absences

A student may request an excused absence for the following circumstances (verification is always required if the absence is more than one day, or if the absence included any exams or in-class graded assignments):

- medical (self or immediate family)
- immigration or naturalization
- jury duty or legal/court-mandated appearance
- professional conference (requires verification of academic standing)

- military duty
- emergency
- bereavement (immediate family)
- involvement in traffic accident documented by a law enforcement report

A student seeking an excused absence should submit any required verification to the Assistant Dean of Student Affairs and Admissions, who will determine if the absence is excused or unexcused according to policy.

Students who know they will miss more than one week of classes should complete the *Extended Absence Request Form*.

Extended absence

Extended absences are initiated by the student. If the student knows that they will need to miss class, they have the option to file an *Extended Absence Request Form* with the Office of Student Affairs and Admissions.

Students are allowed to makeup missed work for extended absences. Vacations do not qualify as extended absences. If it is an unexcused absence, students are allowed to makeup assignments at the course professor's discretion.

If an extended absence is due to a medical condition, the student may not return to the program without appropriate medical clearance. Students who know they will be required to miss more than 30% of the course should take a leave of absence.

Leave of absence

A leave of absence can be no less than one semester, but no more than one academic year. While on a leave, the student cannot participate in classes, practicums, or internship. Students are required to meet with the Financial Aid Manager because during leave they are not enrolled at the University. Students considering a leave of absence must submit a College of Psychology *Leave of Absence Request Form* to the Assistant Dean of Student Affairs and Admissions the semester before the leave is to be taken, or as soon as it is known that a leave of absence is needed. Non-attendance does not constitute notification of intent to apply for leave of absence status. The request must include the basis for the request and expected time of return. The form should be signed by the student's Academic Advisor and, if assigned, dissertation Chair. If approved by all parties, the request will require a final signature from the Dean. The student must also fill out the CNU *Leave of Absence Request Form*.

Approved leave of absences will be noted on the student's transcript. Leave status is recorded as the date the Registrar receives the signed form.

Return from leave of absence

At the agreed deadline indicated on the approved *Leave of Absence Request Form*, the student is responsible for notifying the University Registrar of their intent to re-enroll.

Students are advised to maintain contact with the Office of Clinical Training during their leave of absence to coordinate clinical training experiences on their return.

A student who does not return to enrolled status at the end of the approved period of leave will be administratively withdrawn from the program. Students who stop attending classes and/or practicum experiences without following the leave of absence procedures will be administratively withdrawn from the program.

ACCOMMODATIONS

You will need to contact the Dean of Student Affairs and Admissions, who will send each professor a letter from that office indicating the accommodations required for your support.

If you need disability-related accommodations in this course, please contact your instructors privately, and ideally before the first class. Please note that accommodations are never provided retroactively. Thus, to ensure effective implementation, all accommodations must be requested from Dean of Student Affairs and Admissions in a timely manner (at least within the first two weeks of the semester).

TECHNOLOGY PROFICIENCY

Web-based course management system (Canvas)
Testing software (Examplify)
Presentation program (e.g., Keynote, Power Point, Prezi)
Word processing program (Word)

CLASSROOM ELECTRONICS USE

Surfing the internet, conducting email correspondence, checking social media sites, shopping, playing games on your computer or other devices is not permitted during class time. Inappropriate use of electronic devices will affect your professionalism evaluation and may lead to a performance alert.

Professors can make modifications and additions to this policy according to their own needs.

PRIVACY

Any personal information shared with the class or instructor is private, within the limits defined by the Code of Ethics and state laws and guidelines. The faculty and administration do communicate with each other about student performance in order to effectively collaborate in response to any problems or strengths demonstrated by students. Conversatons between students and their academic advisors are not confidential, as these are not therapeutic relationships. Information acquired by individual faculty members is shared with CoPSY faculty and administrators on an as-needed basis to support student success with a maximum of privacy.

FERPA

The Family Educational Rights and Privacy Act is a federal law that protects the privacy of student education records. It gives students certain controls over the use of their educational records and prevents institutions from disclosing personally identifiable information in education records. These protections extend to the classroom and the professor will not disclose identifiable, student performance information without prior permission from the student.

HIPAA

The Health Insurance Portability and Accountability Act (HIPAA) requires that any protected health information (PHI) that may identify a patient must be removed to protect confidentiality. Confidentiality applies to patient information in both classroom discussions and written work.

LIBRARY

Library hours are Monday-Thursday 7:30 am-8:30 pm and Friday 7:30 am-4:30 pm. Students can view physical holdings and access various databases through any internet-connected computer at the following address: medicine.cnsu.edu/facilities/library-learning-center. Please use your CNU login and password to access these services. If you have any questions, please address them to the Associate Librarian, Sadie Davenport: sadie.davenport@cnsu.edu.

COURSE ADD/DROP

Courses in the PsyD program are sequential and progressive in difficulty. Students must take all courses offered each semester. Students may not add or drop required courses during the semester.

FORMATTING

All papers are to follow the APA format. The expectations regarding assessment report writing will be covered in the first lecture. All out-of-class essays must be typed with no more than one-inch margins. Text can be no larger than twelve-point font and papers must be double spaced. While plagiarism of any kind will result in immediate failure of the course, students are encouraged to help each other in refining their ideas and writing style. Written work is often a collaborative process, and a single report or article can reflect information gathered from a variety of sources. Every professional has trusted colleagues or friends that they turn to for advice and a little editing.

My background

As a sixth-generation Californian born and raised here in the Central Valley, my own clinical training was in safety net public medical centers and clinics in the Mission District in San Francisco, and in Spanish Harlem in Manhattan. It was in those settings that I saw patients negatively impacted by decisions made on the institutional, governmental, and cultural levels…and often without the input of the communities most affected. These large-scale entities would miss (or ignore) how the richness of intersectionality was not reflected in policies, legal decisions, or respect for varieties of cultural expression. I also experienced first-hand how these lapses affected me in my professional as well as personal life as a gay man. At that point in my life–in my mid-20s–I came to this awareness later than many other people (mostly because of my lack of consciousness of my own set of privileges). I was frustrated at not being able to articulate what I thought was wrong, as well as with my lack of skill in how best to respond to patients who experienced these types of inequities. I wanted to understand, and do, more. As I turned 30, I returned to graduate school, earned my PhD in clinical psychology, and completed an internship and post-doc fellowship in health psychology, which is where I began formal classroom teaching.

My first clinical duties were as a volunteer in 1983; I was licensed as an MFT in 1991, as a psychologist in 1996, and worked as a clinician both in private practice and in the previously mentioned hospitals and clinics until I closed my practice in 2019 and joined CNU as a full-time professor. Before I started my position here, I taught continuing education workshops for a variety of schools and national professional organizations. Serving as an adjunct professor at Alliant International University, I facilitated courses in ethics, cultural humility, palliative care, and different clinical skills courses. I also taught for 25 years at the UCSF School of Medicine in courses focused on provider communication skills and a wide variety of psychology-based approaches to heuristics, end-of-life issues, health behavior change, and interprofessional education.   My favorite course was *Foundations of Patient Care*, where I worked with fixed-membership small groups of 7-8 students throughout their first three years of medical school. By the time I left UCSF I advanced to clinical professor and was inducted into the Haile T. Debas Academy of Medical Educators. My personal history and my professional path and direction have profoundly affected each other.

Helping clinician apprentices deepen their cultural humility and ethical acumen and supporting the refinement of their clinical skills to work with a wide variety of patients, has always been a particularly rewarding type of professional activity for me. Being able to work in this course with you to help you develop your clinical acumen brings together my interests in applying academic knowledge to clinical service provision in a professional manner. I endeavor to do this in a way that supports your growth, nurtures the development of a competence community, and helps fledge apprentice-level clinicians into their internship their internship to further strengthen their skills providing excellent care to individuals, groups, and families while advocating for health care equity for all persons and their communities.

I feel fortunate to be able to spend this time in *History and Systems* with you, and I look forward to our semester together.

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