PSYC 4101: HISTORY OF PSYCHOLOGY  
(Section 001: Applied and Professional Psychology)  
Spring Semester, 2009  
Room 244 Psychology Bldg.  
Tuesday-Thursday, 11:20-12:45pm  
Dr. Thomas Fagan  
Rm. 115 Psychology  
tfagan@memphis.edu  
Office Hours: Tuesday & Thursday, 1:30-3:30pm, appointments preferred.  

TEXT:  

PURPOSE: The study of the history of applied and professional psychology will help to integrate knowledge from several areas of the students major as well as other social science courses. In addition to information about several fields of applied and professional psychology, the course introduces the student to the lives and contributions of eminent psychologists, and assists the student in developing research methods and skills for studying the history of psychology. Students will have a clearer perspective on the major historical developments and issues in applied and professional psychology and how they have evolved to influence the current status of these fields. The course requirements emphasize writing and integrative skills.  

READINGS: A reading list is provided to assist your research for your project. For each major area of the course a reading has been assigned in addition to the text. Copies of the assigned readings are distributed in class. Please complete the assigned reading(s) for each session.  

STUDENT PROJECT: During the 1st week of class, each student chooses one project from among the areas below. By the end of the 4th week of classes, the student meets with Dr. Fagan to review the expectations for the project and gather the basic materials from which further research will be done. A second meeting must be held at least one week in advance of the presentation. The project presentation is to be 15 minutes. Projects reports are presented during each class in April. Although the basic materials for the project may be available from Dr. Fagan, additional research is expected and several sources should be identified in your reference section. Class presentations using power point or other technologies are encouraged. A summary handout is to be available and shared with the class. A written project report is prepared and turned in at the time the project is presented in class or no later than class on April 24th.  

1. **Comparison of Books:** Select a book from Dr. Fagan’s library and compare the content coverage to a current book on the topic (e.g., introduction to psychology, developmental psychology, psychological testing, clinical or school psychology, general applied psychology). The current book should be obtained from a faculty member in that area. What similarities and differences do you observe in content, topics, structure of the field; the layout of the book itself? What does the comparison suggest about the history of psychology in that area?  

2. **APA Division History:** Choose one from among the original 19 divisions of the American Psychological Association dedicated to applied and professional psychology (e.g., Clinical, Industrial, School, Counseling or Educational) and study the history of that division. Division history chapters are available from Dr. Fagan.
Additional research can be done using library and on-line sources. What have been the major developments in the division’s history? Who are/were the significant contributors to that division’s development? How have its goals and contributions changed over time? What is its role in contemporary American psychology? Other divisions may be chosen with permission.

3. Review of a Historical Test: Select a test from Dr. Fagan’s historical collection of tests and research its development and applications. Additional research can be done using library and on-line sources. What have test reviewers said about the test? What is the content compared to recent editions or similar scales? Be prepared to demonstrate the administration of part of the test in class. There are more than 50 tests available including: Wechsler Adult Intelligence Scale, Wechsler Intelligence Scale for Children, Stanford Binet, Bailey Infant Scales, Grace Arthur Point Scale; Merrill Palmer Scale, Bender Visual-Motor Gestalt Test, The Blacky Test, Draw-A-Person, Peabody Picture Vocabulary Test, Thematic Apperception Test, MMPI, Rorschach, Army General Classification Test, Army Alpha/Beta Examination, Wide Range Achievement Test.

4. Review of Major Conference: Choose one of the major conferences held for clinical (Boulder), counseling (Northwestern), or school psychology (Thayer), or a national training conference (Vail). The conference proceedings are available from Dr. Fagan’s collection. Additional research can be done using library and on-line sources. Describe the background and content of the conference including recommendations. What has been the impact of the conference on the associated field of professional psychology?

5. Who Was Who?: Select a name of an important person in the history of applied and professional psychology, research the person’s career and contributions. Information on the person can be obtained from library reference materials, and information provided by the instructor (personal files, biography and autobiography books, tapes, etc.). Briefly describe the person’s life and career, contributions, memberships, awards. If a living person is selected, personal contact is expected in preparing the presentation and report.

6. Organizational History: Using various archival, encyclopedia, and other sources, research one of the following organizations: American Association of Clinical Psychologists (AACP), American Association of Applied Psychology (AAAP), American Psychological Association (APA), American Personnel and Guidance Association (APGA, now American Counseling Assn.), National Association of School Psychologists (NASP), American Psychological Society (APS).

7. Book Review: From the instructor’s library, choose a book on the history of some aspect of applied and professional psychology and prepare a review of its contents. What are the main conclusions of the book and how are they supported? What have you learned about the history of applied and professional psychology as a result of reviewing this work?

8. Departmental History: Research and prepare a historical study on one or more aspects of the University of Memphis Department of Psychology. For example, research curricular and program changes over the past 50 years. Interview faculty and review archival tapes on shifting aspects of the department’s history.

9. Historical Service Project: Prepare an index and analysis of the content of a particular journal or newsletter over the past 10 years, or an earlier decade. What trends are evident in the journal itself and its content? How do these trends compare to other historical analyses of that field?

10. Historical Experiment: Using Garrett’s (1959) Great Experiments in Psychology, select one experiment and describe its methodology and results and its significance to the history of the field. With instructor approval, other experiments of historical significance may be selected.

PROJECT PAPER: The project paper is to be typed, double spaced, in APA style, and limited to 10 pages including references. All references are to be in complete APA format, and proper citation of material and quotes throughout the text is required. Internet sources are permitted but must be properly cited and referenced; Do not use popular and trendy sites like Wikepedia. If
you are uncertain about APA style, referencing sources, etc. see the instructor and the example handout. The 30 points for the project will be applied as follows:

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<tr>
<th>Pts.</th>
<th>Task</th>
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<tr>
<td>4</td>
<td>Held two progress meetings with the instructor</td>
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<tr>
<td>6</td>
<td>Class presentation content, style, materials</td>
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<td>5</td>
<td>Paper in proper format, APA style, citations, references</td>
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<tr>
<td>15</td>
<td>Quality of the research paper's content, coverage, conclusions</td>
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You are expected to have at least 6 sources and preferably more in your reference list. Obviously, they should match the citations in your paper. Quotes are to be properly identified. Do not just string together material "lifted" from various sources even if cited properly in your references. Tie your text together with your own ideas and analyses. Include a conclusions section where you say what you think about the person, APA division's history, books, events, etc. Expressing your opinions about your research topic is valued. Don't just tell me what someone else thinks; let me know what you think.

NOTE: Plagiarism, intentional or unintentional, will not be tolerated. Papers without proper citations, quotations, references, or with excessive content extracted from other sources will be considered an act of academic dishonesty. The violation may carry one or more of the following penalties: Grade of zero on the entire project; final grade of "F" in the course; notification of the infraction to the UM Office of Judicial and Ethical Programs; appeal to the UM Academic Integrity Committee for a decision and possible sanction (e.g., university suspension for one or more semesters).

EXAMINATIONS: The two exams cover separate material and will be given on the days listed in the syllabus. Structure of the exams will be short essay, identifications, and some fill-in, multiple choice type questions. The entire class period will be devoted to the mid-term exam. Should you miss the mid-term exam due to illness or emergency, you must notify the instructor by phone or email before the start of the exam. A make-up exam for the mid-term must be completed within one week of the exam or all points on the exam will be forfeited. A make-up for the final exam must be completed by 3:00pm on the Friday following the exam or all points on the exam will be forfeited. No documents, books, or other items (including cell phones) are to be used for any purpose during the examinations. Cell phones are to be turned off during all class sessions.

EVALUATION
The final course grade will be based on the following:
1. Midterm Examination 30
2. Final Examination 30
3. Student Project 30
4. Participation, including attendance 10
   Total 100 pts.

Grades will be assigned according to following scale:
A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = less than 60. The grades ARE NOT based on the university’s +/- system. To receive a passing grade, all requirements must be completed. The final grade is based on the total of points accumulated. Extra credit points as a means of raising one's grade are not available during or after the course. Only grades of “C” or better may
be counted toward your major for graduation. Incomplete grades (I) are only granted for verified medical reasons and not for failure to complete the course requirements during the semester.

**Additional Considerations**

1. **Academic misconduct** will not be tolerated (see statement in the University's Student Handbook regarding examinations, plagiarism, citation of other's work, use of cell phones, etc.).

2. **Statement on Diversity**: Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and the appreciation of different cultural and socioeconomic group practices. The course provides opportunities for students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability and sexual orientation as they relate to course content.

3. **Statement on Disability**: Students with disabilities are encouraged to contact the UM Office of Student Disability Services at 678-2880. Reasonable and appropriate accommodations will be provided to students with disabilities who present an accommodation plan from Student Disability Services.

4. **Student Assistance**: The Center for Student Development (206 Wilder Tower, 678-2067) offers counseling and career counseling services at no charge for students. The Center’s Educational Support Center (217 Mitchell Hall, 678-2704) offers tutorial assistance, and other academic support services at no charge. For eligible students (1st generation college, or low income, or disability), a Student Support Services program is also available (678-2351).

5. **Electronic Communication**: Course announcements as well as consultation with the instructor may occur via e-mail messages. Each student must maintain an e-mail account and is responsible for checking for course messages on a regular basis (I recommend twice per week). Students are also responsible for notifying the instructor if their e-mail address changes during the term. The University of Memphis offers free e-mail services to students. Students without an e-mail account can bring their university ID cards, swipe them, and set up an account at the Smith or McWhirter computer labs or students can bring their cards to the information technology helpdesk, room 124 in Administration Building for assistance.
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<tr>
<th>Dates</th>
<th>Activities</th>
<th>Benjamin &amp; Baker Chapter</th>
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<tr>
<td>1/15</td>
<td>Introductions, Review syllabus, Assign projects and dates of presentation. Why study the history of psychology?</td>
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<td>1/20</td>
<td>Why didn’t this occur earlier: What structural necessities were required for the field to emerge? Symbols of Professionalization. Review of Chapter 1: Pre-scientific practice. Researching the history of applied and professional psychology. Study Questions Review.</td>
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<td>1/22</td>
<td>DVD: <em>A School of Their Own, Part-I</em></td>
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<td>2/3</td>
<td>DVD: <em>A School of Their Own, Part II</em></td>
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<td>2/5</td>
<td>Clinical Psychology. Study Questions Reviewed; Symbols of Professionalization, Professional Development Timeline</td>
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<td>2/10</td>
<td>Clinical Psychology Discussion Continued. What surprises you so far about our history?</td>
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<td>2/17</td>
<td>School Psychology. Hall and his contributions; Wallin and his contributions.</td>
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<tr>
<td>2/19</td>
<td>School Psychology. Study Questions Reviewed; Symbols of Professionalization, Professional Development Timeline</td>
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<tr>
<td>2/24</td>
<td>Guest Lecture: Kim Sumara &amp; Tera Traylor on School Psychology</td>
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<td>2/26</td>
<td>Senior Test Administered by CAS Dean’s Office (Patsy Krech).</td>
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<td>3/3</td>
<td>Midterm Examination: Chapters 1, 2, 3, readings and discussions.</td>
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<td>3/9-15</td>
<td>Spring Break, No Classes</td>
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<tr>
<td>3/17</td>
<td>Guest Lecture, Dr. Ron Landis on I/O Psychology</td>
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<tr>
<td>3/19</td>
<td>Industrial Psychology: Study Questions Reviewed; Symbols of Professionalization, Professional Development Timeline</td>
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3/20   Last Day to Drop Classes
3/26   Counseling Psychology Continued. Comparison of counseling psychology with clinical and school psychology. Symbols of Professionalization, Development Timeline

3/31   Project Reports

4/2    Project Reports

4/7    Project Reports

4/9    Project Reports

4/14   Project Reports

4/16   Project Reports

4/21   Project Reports

4/23   Project Reports

4/28   Discussion of the Psychological Profession in the 21st Century
All project reports and checked out materials must be turned in at this session.
Conclusions about the history of professional psychology

4/30   No Classes, Study Day

5/7    **Final Exam: 8:00-10:00am as per university schedule.** Chapters 4, 5, 6, readings and discussions, including presentations.
Readings In the History of Applied and Professional Psychology

These readings will provide historical perspective on the professional psychology areas of clinical, counseling, industrial/organizational, and school psychology, and applied psychology generally. I have suggested books and a few book chapters for each field. The list is only a sampling of available literary items. There are also several historical pieces in the American Psychologist series during the year 2000, the special issue on Witmer's contributions (March, 1996, Vol. 51, No. 3), and the 100th Anniversary of APA (February, 1992, Vol. 47, No. 2). Most of the readings are available in the university library; see me for those you do not find there. The journals, History of Psychology and Journal of the History of the Behavioral Sciences will also be helpful. Additional resources are available from links at the Division 26 (Society for the History of Psychology) website at www.APA.org.


**Dudycha, G. J. (1946). New paths for the pathologist. *School and College Placement, 7*(2), 11-17.**


and Social Practice), Yerkes (11-Psychology in Relation to the War), and Terman (12-The Mental Test as a Psychological method).


Hollingworth, L. S. (1922). Existing laws which authorize psychologists to perform professional services. J. of Criminal Law and Criminology, 12, 70-73.


**Shartle, C. L. (1946). Occupations in psychology. *American Psychologist*, 1(12), 559-582.**


** These references are especially useful in researching the emergence and status of applied and professional fields in the post-World War II era of growth in psychology.

Prepared by Tom Fagan, Updated 12/12/2008